

Gender Equality Awareness Raising against Intimate Partner Violence II

GEAR against IPV II

Country Report

*Intimate **P**artner **V**iolence (IPV) and
Sexual **V**iolence (SV) in adolescents:
preventive & supportive initiatives in
Greece*



European Anti-Violence Network (EAVN)

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Country Report

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- Mediterranean Institute of Gender Studies (MIGS), Cyprus
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- Association for Gender Equality and Liberty (ALEG), Romania
- Plataforma Unitària contra les Violències de Gènere, Spain
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Preface

This Country Report was developed in the context and for the purposes of the Project “**Gender Equality Awareness Raising against Intimate Partner Violence II**” (**GEAR against IPV II**).

The Country Report aims to map the preventive and supportive initiatives in Greece that have been set in place in order to prevent adolescents’ abuse as well as to support and protect adolescents who have already been exposed to any of the following types of violence:

- a) abuse by their dating/romantic/intimate partner
- b) sexual abuse by any person (partner or non-partner).

The GEAR against IPV Approach

The GEAR against IPV Approach started being implemented since 2009; more specifically it was initially implemented in 4 countries (Greece, Germany, Austria and Croatia) during 2009 – 2011 in the context of the Project “**Gender Equality Awareness Raising against Intimate Partner Violence**” (**GEAR against IPV**). During 2014-2016 it was implemented in 5 countries (Greece, Croatia, Cyprus, Romania and Spain) in the context of the GEAR against IPV II Project; both Projects were carried out with financial support from the DAPHNE III Programme of the European Union.

The **GEAR against IPV approach** is a coordinated action of **primary and secondary prevention of Intimate Partner Violence in adolescents’ relationships** through interventions in the school or in other settings, that are guided by specially designed educational material and are aimed at secondary school students’ awareness raising and empowerment by specially trained teachers.

The main aim is to promote the development of **healthy and equal relationships** between the sexes and the development of **zero tolerance towards violence** by raising teens’ awareness on:

- a) the characteristics of healthy and unhealthy relationships
- b) the influence that gender stereotypical attitudes and socially imposed gender roles have on their relationships
- c) how power inequality between the sexes is related to psychological, physical and/or sexual abuse against women/girls and
- d) how adolescents can contribute to the prevention of all forms of gender-based violence.

Given the fact that almost all children and adolescents attend school, the **educational system**, at all levels, is the ideal setting for such an effort, where properly trained teachers can play a key role in the implementation of such interventions targeting the general population. The need for implementing in schools interventions related to gender stereotypes and equality, as a means of primary prevention of gender-based violence it is, therefore, imperative.

The **GEAR against IPV approach** is a proposal for systematic intervention in the school (or other) setting, where girls and boys are invited, through a series of experiential activities, to assess but also challenge their culturally “inherited” gender stereotypes and to approach differences between sexes as individual differences rather than as characteristics of superiority of one sex over the other.

The GEAR against IPV Approach addresses

- **students** (12+ years old) of secondary education
- **adolescents** but also **young people** belonging to **high-risk groups** (e.g. have been exposed to intimate partner violence between their parents or experienced abuse and/or neglect during childhood)
- **secondary school teachers** and other **professionals** working in the school setting (e.g. psychologists, social workers)
- **professionals** and **organizations** that are active in the fields of health promotion and education, gender equality and prevention of gender-based violence, as well as to **professionals** who are providing services to adolescents belonging to high-risk groups
- **decision-making centers**, such as departments of Ministries of Education, and policy makers interested in promoting the integration of the GEAR against IPV intervention in secondary education’s curricula.

The GEAR against IPV Approach

- uses exclusively experiential activities through which, adolescents are not taught, but guided to explore their personal gender stereotypical attitudes and their impact to their own lives, to “discover” and to exercise life skills that will help them to develop healthy relationships, free from any form of violence
- allows access to the general population of children/adolescents, even in remote areas
- has already been implemented and evaluated, on a pilot basis, and appears to be effective in increasing adolescents’ knowledge and modifying their tolerant attitudes towards gender-based violence
- introduces gender equality in education as a violence prevention strategy, motivates and qualifies teachers with the necessary skills and the “know how” in order to implement such primary prevention interventions
- when integrated into the school curriculum, it enhances a) the preventive character of the intervention, as it conveys the message that schools and teachers do care about and take action towards gender equality and elimination of violence from adolescents’ relationships, and b) the sustainability of such interventions, as teachers comprise a permanent “task force” at schools and, therefore, they can implement such interventions on a permanent basis
- consists a precise fulfilment of Article 14 of the Council of Europe (2011) *Convention on preventing and combating violence against women and domestic violence*. In this

article, that concerns education, it is clearly stated that such type of "teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners" should be included not only "in formal curricula and at all levels of education", but also "in informal educational facilities, as well as in sports, cultural and leisure facilities and the media".

Main Activities of the GEAR against IPV Approach are

A. **Teachers' Training Seminars** aiming to:

- theoretical and experiential training of teachers on issues related to gender stereotypical attitudes, gender equality and gender-based violence in adolescents' relationships
- capacity building and skills development for the implementation and evaluation of the adolescents' awareness raising workshops in school or other settings
- development of skills related to identifying, handling and appropriate referring of cases of abuse of children and teens they may face.

B. **Adolescents' Awareness Raising Workshops** "Building Healthy Intimate Relationships"

Adolescents are offered, via experiential activities, the opportunity a) to assess and challenge –within a safe environment- their culturally "inherited" gender stereotypes and b) to explore the influence that gender stereotypical attitudes and socially imposed gender roles have on their relationships, as well as how power inequality between the sexes is related to violence against women and girls. Moreover, adolescents are provided with the necessary skills that will enable them to recognize –at an early stage- the unhealthy or even abusive characteristics of a relationship, and also empowered in ways that will enable them to create healthy relationships.

Therefore, the ultimate goal of the workshops is young people less tolerant towards IPV, more knowledgeable of the characteristics and consequences of gender-based violence and equipped with "protection skills" against intimate partner violence and other forms of gender-based violence, for both themselves and the people they know.

The long-term objective of the workshops is adolescents' relationships to be healthy and based on equality and mutual respect as, in such a relationship, the phenomenon of gender-based violence is impossible to occur.

For the achievement of the objectives of the GEAR against IPV approach, a complete educational material has been developed in order to support the organization, preparation, implementation and evaluation of teachers' training seminars and adolescents' awareness raising Workshops (in school or other settings), aiming to primary prevention of Intimate Partner Violence.

A **Master GEAR against IPV Package** -comprised of **a series of 4 booklets**- has been developed in such a way that it can be used by relevant organizations and professionals **as a**

model for the development of appropriately tailored and culturally validated National Packages for any country.

During the period from 2010 to 2015, **National Packages** have been developed and evaluated **for 7 EU Member States** (Austria, Croatia, Cyprus, Germany, Greece, Romania and Spain) after translation, completion and cultural adaptation of the **Master Package**.

Introduction

As for the magnitude of IPV and SV among adolescents in Greece, it seems that it is rather than barely suspected, unknown. There are very few data available due to the fact that this topic – as well as violence against women in general – has not been researched in a systematic way; as a consequence, fragmented surveys have taken place whose results lack of representativity, with the FRA survey forming the only exception.

Moreover, there is no systematic way of reporting or recording cases of IPV and SV in teens population by institutional services, such as police or other justice services, hospitals or other healthcare services, etc, sources from which some indications about the prevalence of IPV and SV could be extracted. What is of interest is that even though national criminal justice statistics are available for the conviction of the crime “Bodily Harm in Domestic Context”, there is no information about the age of the victim or the relationship between the victim and the perpetrator.

As for the screening process of IPV and SV’s victims in Greece, there is no official procedure or policy for identifying teens who are either abused by their dating or intimate partner or sexually abused by any person, partner or not. Such policy framework is not available neither for adults.

As for the legal measures in the protection of teens, the only related legal framework that applies to adolescents as victims of domestic violence and refers to teachers is the Article 23 of the Law 3500/2006 *“On the confrontation of family violence and other provisions”*, FEK 232, 24.10. In the context of this law, concerning domestic violence and the protection of women’s and children’s rights in the family, teachers of primary or secondary -public or private- schools are obliged to inform, with no delay, their school director about any domestic violence crime against a student that they note or get informed in any manner. Then, school director shall immediately announce the criminal conduct to the prosecutor in charge or to the nearest police authority. The same obligation applies also to managers of preschool education units. However, the law is not well enforced.

Chapter 1

Magnitude of the problem: Intimate Partner Violence (IPV) and sexual violence (SV) in adolescents

In Greece, overall, there is absence of data concerning the prevalence of IPV and SV in teens population. More precisely, there is only one study conducted by an individual researcher [see Study 1: Pentaraki (2003)] which attempted to measure the lifetime prevalence of psychological, physical and sexual violence against female teenagers by their intimate and/or dating partner. Beyond this study, there are very few estimations on IPV and SV magnitude among teens derived mainly from indirect measures of studies conducted in the context of several DAPHNE projects [see Studies 2-4].

The available data for Greece are presented below.

Study 1: Pentaraki, M. (2003)

Pentaraki (2003) conducted a study which –among others- focused on the magnitude of violence that greek female high school students suffer in their intimate relationships. For the purpose of the present study a convenience sample of 486 female adolescents (15-21 years old) was recruited from the Attika region.

In this survey, more than 1 in 2 girls (61.5%) reported that they have experienced some form of IPV (physical, sexual or psychological abuse) either in their current or their previous relationship. As for the type of IPV, 1 out of 3 adolescents reported that they have experienced physical abuse (35.2%) and almost 4 out of 10 (37.9%) reported some type of sexual abuse (e.g. aggressive sexual behavior, attempted rape or rape). It is worth mentioning that 52.1% of the sample reported having experienced at least one type of aggressive sexual behavior, while 14.6% of girls reported having experienced attempted rape and 8.6% rape. Concerning the psychological type of IPV, more than 4 out of 10 girls reported that they have experienced behaviors of enforcement and control (47.3%) as well as behaviours of economic enforcement (43.8%), while almost 4 out of 10 girls indicated conflicting behaviors (39.7%) in their current or their last relationship. Moreover, 1 out of 3 female adolescents reported that they suffered emotional violence (30.7%) and social isolation (30.5%) from their current or their last partner. The percentages of verbal violence (7.8%) and threatening (6.4%) against girls in their current or their last relationship, even though seem to be lower when compared to other forms of psychological IPV, could not be considered as negligible.

Table 1 in Annex 1 presents the methodological framework of the study and some important relevant clarifications. What should be noted is that due to the fact that the study's subjects were selected because of their convenient accessibility and proximity to the researcher (convenience sample), findings should be treated with caution as they are not representative neither of the entire greek teen population, nor even of those residing in Athens. Therefore, even though data allow us to outline a trend and valuable indications regarding the prevalence of IPV among female students, any generalization about the entire population is impossible and any inference is crucial to be made on the basis of the sample's specific characteristics.

Study 2: MIGS (2008)

MIGS's study (2008), in the context of the DAPHNE project entitled "Date Rape Cases among Young Women: Strategies for Support and Prevention", aimed to investigate the incidence of date rape among young women in five European countries including Cyprus, Greece, Latvia, Malta and Lithuania. It also explored the prevalence of psychological and physical violence against young women by their dating and/or intimate partner. All measurements concern lifetime prevalence since the age of 18. In Greece, the study used a simple random sample selection consisting of 478 female tertiary education students (18-24 years old).

As for Intimate Partner physical violence, results showed that almost 1 out of 5 (19%) young women have been pushed or shoved, while more than 1 out of 10 have been strapped or hit (11%) and thrown objects (10%) by their date or partner at least once. As for IP psychological violence, the prevalence seemed to be higher. Almost 8 out of 10 (76%) young women reported that they had experienced criticism by their date or partner; more than 6 out of 10 that their date or partner had acted extremely jealous towards them (67%) and had insisted to know where they were (63%). Other degrading behaviors against young women in the context of intimate relationships or dating seemed to be also very pronounced among participants such as, ignorance of themselves (68%) or their feelings (62%), shouting at them (56%), taking decisions for them (46%), not allowing them to leave (36%), attempting to restrict them from seeing friends or family (25%), ridiculing their ideas (21%). Even lower but not negligible were the percentages of humiliating (reported by 17%) and insulting behaviors, either towards their friends (17%) or themselves (11%). As for SV, results showed that almost 1 out of 3 (29.7%) female students reported that they were forced to have sex against their will, of which 7.3% noted that they were raped by a person who had a form of power over them and 9.6% mentioned that they were raped because they were afraid to say "no".

Table 2 in Annex 1 presents the methodological framework of the study and some important relevant clarifications. The sampling method followed by this study was simple random

selection, that means that every female student of the two universities had the same probability of being chosen for participating in the study. Additionally, sample's calculation was based on women representation both in the total greek population and in the total students population in higher education in Greece. Having these parameters met, findings could be considered as partly representative but only in the geographical areas that have been covered and not in national level. Therefore, any conclusions drawn should be based on the sample and its further limitations.

Study 3: EAVN (2011)

In the context of the DAPHNE project entitled “Gender Equality Awareness Raising against Intimate Partner Violence“, EAVN's study (2011) provides data concerning adolescents' exposure to physical, sexual and psychological forms of violence in intimate, romantic and/or dating relationships either as perpetrators or as victims (direct measure) or as by-standers (indirect measure). These measurements concerned lifetime prevalence, while it was attempted to explore IPV prevalence against both girls and boys. The study used a convenience sample of 474 students enrolling in 13 public schools of secondary education (13-18 years old). Five schools were located in the Attica Region, 2 in the Prefecture of Achaia (Patra), 2 in the Prefecture of Serres, 2 in the Prefecture of Larissa and 2 in the Prefecture of the Cyclades (the island of Milos).

As for the indirect measurement of Intimate Partner psychological violence prevalence, results showed that more than 1 out of 3 adolescents declared that they know one or more couples among their friends, peers, neighborhood or elsewhere in which the boy insults or swears at his girlfriend (38.5%) or the girl does so at her boyfriend (35.2%). As for the IP physical violence, 21.5% of students reported that they know one or more couples in which the boy hits his girlfriend, while 9.95% that they know one or more couples in which the girl hits her boyfriend. Concerning SV, 28.7% of students reported that they know one or more couples in which the boy forces his girlfriend to sexual acts that she doesn't want, while 10.2% that they know one or more couples in which the girl forces her boyfriend to sexual acts that he doesn't want. What should be noted here is that in this set of questions, a quite large percentage of students (9.3%, 10.4% and 15.7% for physical, psychological and sexual violence perpetrated against girls and 10.4%, 8.9% and 15.1% for violence perpetrated against boys respectively) did not want to answer, implying that the percentages of children declaring that they do not know any such couple could be decreased even more.

The study also included a direct measurement of IP forms of violence in which students were called to self-report if they have suffered some kind of abuse by their partner or they have

abused their partner. More than 1 out of 10 students reported that they have suffered some kind of abuse in their relationship (11.1%) and that they have abused their partner (10.3%). Again, the percentages of students who did not want to answer in these questions were quite large: 15.4% for having been victims and 13.3% for having acted as perpetrators; a finding that could lead to the hypothesis that the respective percentages are even higher.

Table 3 in Annex 1 presents the methodological framework of the study and some important relevant clarifications. Study's sampling was based on the convenient accessibility and proximity to the researchers (convenience sample) who were 17 trained teachers by EAVN. Therefore, findings should be treated with caution as they are not representative of the entire Greek teen population, even though they were derived from five different prefectures. What is important is that the data allow us to obtain valuable indications regarding the prevalence of IPV among adolescents in the context of their intimate/romantic relationships, including parameters that had not been previously mapped in our country: (a) forms of IPV directed from a boy to a girl and vice-versa, (b) sample consisted of both girls and boys, and (c) use of both direct and indirect measures of IPV. However, any conclusion and generalization should be made on the basis of the sample's specific characteristics.

Study 4: EAVN (2012)

A more recent EAVN's study (2012), in the context of the DAPHNE project entitled "Youth4Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education", aimed to investigate –among others- young students' attitudes on issues related to stereotypical behaviors of both men and women in romantic (intimate or dating) relationships and violent behaviors between partners. Even though the prevalence of any type of IPV, DV, and/or SV was not explored, it seems appropriate to make a short reference on some results regarding teens' tolerance toward violent behaviors between intimate/dating partners. The study used a convenience sample of 699 students enrolling in 4 public high-schools (15-20 years old). All schools were located in the Attica region.

Regarding physical violence, results showed that the vast majority of students was almost zero tolerant towards hitting a partner, either in the case that the partner is constantly nagging/arguing (girl-victim, boy-perpetrator: 96.9%, while boy-victim, girl-perpetrator: 93.7%) or in the case that s/he is not treating his/her partner with respect (girl-victim, boy-perpetrator: 93.9%, while boy-victim, girl-perpetrator: 87.2%). However, hitting a partner was a more acceptable behavior among teens in the case that the partner has been unfaithful, as more than 7 out of 10 students reported that such a behavior is not OK (girl-victim, boy-perpetrator: 77.1%, while boy-victim, girl-perpetrator: 71.9%). This item in particular depicted a significant

difference between the sexes: in case of a male perpetrator and a female victim, 64.2% of boys and 90% of girls showed zero-tolerance towards the physical abuse of the female unfaithful partner whereas in the opposite case (female perpetrator, male victim), the respective percentages of non-tolerant boys and girls were 71.8% and 72.1%. This difference not only shows that boys seem to be more tolerant of violent behaviours than girls, irrespective of the perpetrator's sex but also depicts a -wider observed- trend of increased tolerance of violent behaviours for each sex towards the same sex perpetrators. What is more, it underlines that in the face of unfaithfulness, a "flexibility" of tolerance towards intimate partner violence has already been rooted in adolescence.

As for psychological violence, students seemed to be non-tolerant towards insulting a partner in front of others (boy-victim, girl-perpetrator: 93.1%, while girl-victim, boy-perpetrator: 92.3%) and threatening to hit a partner as long as you do not do that (81.7%). Quite lower were the percentages of students that considered unacceptable threatening to leave a partner in order to achieve something s/he wants (75.6%) and spying on the partner's mobile phone (girl-victim, boy-perpetrator: 66.4%, while boy-victim, girl-perpetrator: 66.6%). Students' tolerance towards setting limits on the way that the partner dresses or on where s/he goes was differentiated according to the sex of the person who behaves in such a way; more specifically, adolescents were more tolerant in cases where a boy sets limits on how his girlfriend dresses (64.3%) than in cases where a girl does so (28.6%), as well as in cases where a girl sets limits to where his boyfriend goes (51.5%) rather than when a boy does so (46%). Regarding control of partners' dressing in particular, both boys and girls appeared to be more tolerant when boys were the ones to exercise control (positive answers 76.4% and 52.3% for boys and girls respectively) comparing to the reverse situation where only 25.8% of boys and 31.5% of girls responded that "it is ok for a girl to set limits on how her boyfriend dresses". Therefore, it could be concluded that a man setting limits on how his partner dresses seems to be a common stereotypical attitude for both boys and girls. What is more, shouting at an intimate/dating partner seemed to be quite an acceptable behavior for students either when a boy shouts at his girlfriend if she is constantly nagging or arguing (21.9%) and if she is not treating him with respect (10.9%) or when a girl shouts at her boyfriend if he is constantly nagging or arguing (32.1%) and if he is not treating her with respect (17.9%). On the other hand, though, the aforementioned behaviours ("lack of respect" and "constant nagging/arguing") were not considered as sufficient reasons for students of both sexes to hit and/or insult their partners.

Finally, as for SV, students seemed not to be so tolerant towards a boy's pushing his partners into having sex if he has spent a lot of money on her (85.9%), but quite tolerant in the condition that she has been flirting with him all night (66.4%) and in the condition that they have been dating (61.8%). Major sex differences are highlighted, especially in the two latter conditions.

Specifically, in case that the girl has been flirting with the boy all night, 50.2% of boys considered it ok to push her to have sex with him, whereas the respective percentage for girls was 17.1%. In case that the partners “have been dating”, 54.9% of boys considered that –at least sometimes- “it is OK for a boy to push a girl into having sex” while only 21.5% of girls had the same opinion. These results suggest that stereotypical attitudes mainly of boys (but also of girls in some cases) on issues related to sexual behavior of boys against girls are still quite strong.

Table 4 in Annex 1 presents the methodological framework of the study and some important relevant clarifications. The study’s sampling was based on the convenient accessibility and proximity to the researchers (convenience sample). Under that perspective, findings should be treated with caution as they are not representative of the entire greek teen population and any inference is crucial to be made on the basis of the sample’s specific characteristics. However, what should be highlighted here is that study’s data allow us to obtain a clear picture of students’ attitudes towards gender stereotypical roles, stereotypical behaviors of men and women in the context of intimate or dating relationships and violent behaviors between intimate partners; attitudes that are strongly related to the expression of violent behaviors in the context of intimate relationships.

Study 5: Institute of Child Health (2013)

The Department of Mental Health and Social Welfare of the Institute of Child Health in Greece coordinated the project entitled “Balkan Epidemiological Study on Child Abuse and Neglect” (B.E.C.A.N.) across 9 Balkan countries (Albania, Bulgaria, Bosnia & Herzegovina, Croatia, F.Y.R. of Macedonia, Romania, Serbia and Turkey) in the context of the EU’s 7th Framework Programme for Research and Innovation (FP7/2007-2013). The main aim of the BECAN project was to outline the prevalence and incidence of child abuse and neglect (CAN) in representative randomized samples of the general population of pupils through a harmonized field survey design and harmonized tools that could produce reliable and comparable results across participating countries. In Greece, the research methodology was approved by the Ministry of Education, the Ethics Committee of the Institute of Child Health and by the project’s National Advisory Board for ethical issues (NAB), which was established especially for the purposes of the BECAN project.

The study sample derived from children attending the 6th grade of primary school (11-year olds grade group), the 1st grade of junior high school (13-year olds grade group) and the 1st grade of senior general and vocational high schools (16-year olds grade groups) from all the prefectures of the Peripheries of Attica and Crete and in the prefecture of Thessaloniki. One of

the children's parents/caregivers was called to participate voluntarily. A multi-stage stratified cluster sampling method was used, so as the study sample was representative of the general population of pupils of these ages. The final sample consisted of 10.451 children and one of their parents/caregivers. The tools involved were the self-completed questionnaires ICAST-CH and ICAST-P. It should be noted that due to the sensitivity of the subject investigated, special measures were taken to facilitate children's contact with the research organization in cases of concern, according to the "Training Manual and Guidelines for Researchers for the modified ICASTCH and ICAST-P Questionnaires" (Petroulaki, Tsirigoti, Nikolaidis, 2010).

Research findings were alarming as it was shown that approximately 8 and more than 8 in 10 children report having experienced at least one behaviour of physical (76.37%) and psychological (83.16%) violence respectively during their entire life. The respective rates of children who have been exposed to such experiences during the past year were almost 5 (47.38%) and 7 (70.02%) children in 10. Experiences of sexual violence were indicated by almost 2 (15.86%) in 10 children when asked for lifetime prevalence and by one (9.54%) in 10 when asked specifically regarding the past year. Contact sexual violence was reported at a prevalence rate of 7.6%, while the incidence rate was 4.45%. Feelings of being neglected were common among Greek children and adolescents, since they were reported as a lifetime experience by almost 4 (37.20%) in 10 children and by approximately 3 (26.41%) in 10 children during the past year. Table 1.1 shows a detailed picture of the aforementioned findings according to students' gender and school class. The survey results also showed that approximately 4 in 10 children and adolescents (38,81%, N=4054) reported lifetime experiences of domestic violence at their home whereas the incidence rate for the past year prior to the survey was almost 2 out of 10 children (21,04%, N=2198). It is worth noticing that, when the aforementioned results were combined, it was revealed that more than 7 (75.22%, N=7858) out of 10 children and adolescents have been systematically victimized, namely have been exposed to 2-4 types of psychological, physical, sexual and domestic violence. The respective incidence rate was 49.38% (N=5158).

Table 1.1. Prevalence and incidence rates (%) of types of violence^a according to students' gender and school class.

Type of Violence	Sex	Prevalence (%) (lifetime)				Total	Incidence (%) (Annual – last 12 months)				
		11 y-o	13 y-o	16 y-o (Gener.)	16 y-o (Voccat.)		11 y-o	13 y-o	16 y-o (Gener.)	16 y-o (Voccat.)	Total
Psychological	Girls	76.72	79.22	92.55	91.34	84.95	62.85	64.64	79.34	78.70	71.38
	Boys	76.5	79.55	90.08	84.04	82.54	66.46	67.47	76.13	69.57	69.90
	Total	76.61	79.38	91.31	87.69		64.65	66.05	77.73	74.13	
Physical	Girls	73.55	70.22	85.84	85.96	78.89	53.23%	43.74%	43.43%	50.36%	47.69
	Boys	71.29	72.81	81.19	75.28	75.14	54.76%	50.90%	40.69%	46.42%	48.19
	Total	72.42	71.51	83.51	80.62		53.99	47.32	42.06	48.39	
Sexual	Girls	8.09	12.62	25.01	31.39	19.27	4.11%	7.94%	12.61%	14.96%	9.9
	Boys	10.62	13.55	18.34	20.73	15.81	7.65%	10.16%	10.95%	15.16%	10.98
	Total	9.35	13.08	21.67	26.06		11.76	9.05	11.78	15.06	
Feeling of Neglect	Girls	32.26	35.62	56.05	56.73	45.16	23.84%	25.84%	39.77%	41.09%	32.63
	Boys	25.86	27.78	37.48	34.03	31.28	19.30%	20.59%	23.35%	23.82%	21.76
	Total	29.06	31.7	46.76	45.38		21.57	23.21	31.56	32.45	

^a at least one incident of physical or sexual or psychological violence or feeling of neglect

Source: Results from the BECAN study (2013) as depicted in Figure D.3 in the Report on Incidence and Prevalence rates, types and determinants of CAN (on national and Balkan level) in children 11, 13 and 16 years old.

As it is shown in Table 1.1, it can be commented that, in broad lines, girls tend to be more exposed to violent incidents, especially as they grow older, even though boys equal in experiences of psychological violence in ages 11 (76.5% for boys and 76.72% for girls) and 13 (79.55% for boys and 79.22% for girls) or even slightly preponderate in experiences of physical abuse in the age of 13 (72.81% for boys and 70.22% for girls) and experiences of sexual violence in ages 11 (10.62% for boys and 8.09% for girls) and 13 (13.55% and 12.62% for girls). However, for 16 years-old girls, irrespective of the type of school they attend, experiences of psychological, physical and sexual violence as well as feelings of neglect are more prevalent than their male peers in both terms of lifetime and year prevalence (see Table 1.1).

With respect to sexual violence, the survey asked children who declared having such an experience to also report the type of perpetrator(s) in terms of his/her age group (adult or child/adolescent), gender (male or female) and relationship to the child (unknown person, familiar person and/or a relative) [Figure 1.1]. Alarming, adolescent boys were identified as common perpetrators of all of the different types of sexual violence examined in the study. Further elaboration of children and adolescents' experiences of sexual violence revealed one more significant characteristic of the perpetrators: in stark contrast to adult perpetrators' relationship to the victim -where there is a fair distribution of relatives, familiar and unknown people per examined behavior- in all of the cases where the perpetrator involved was adolescent, he/she had already been familiar to the victim. Focusing on contact sexual violence, familiar adolescents were widely reported for attempting to have sex when the minor did not want to (83.6% for male perpetrators and 78.6% for female perpetrators) and for

touching their private parts in a sexual way or making the minors touch the perpetrator’s private parts (83.7% for male perpetrators and 85.8% for female perpetrators), followed by familiar adult women (55.2% and 55.3% respectively) and men (58.4% and 51.4% respectively). Additionally, a large proportion of perpetrators who have made a sex video with the minor or took photographs of him/her alone or with other people doing sexual things are reported to be familiar adolescent boys (87.9%) and girls (75%), familiar adult women (60%) and men (42.9%), as well as adult relatives (men: 35.7% and women: 20%). Focusing on adolescent perpetrators’ gender the only exception to the preponderance of adolescent males was revealed when children indicated the age and gender of the person who touched their private parts in a sexual way or made them touched his/hers (Figure 1.1).

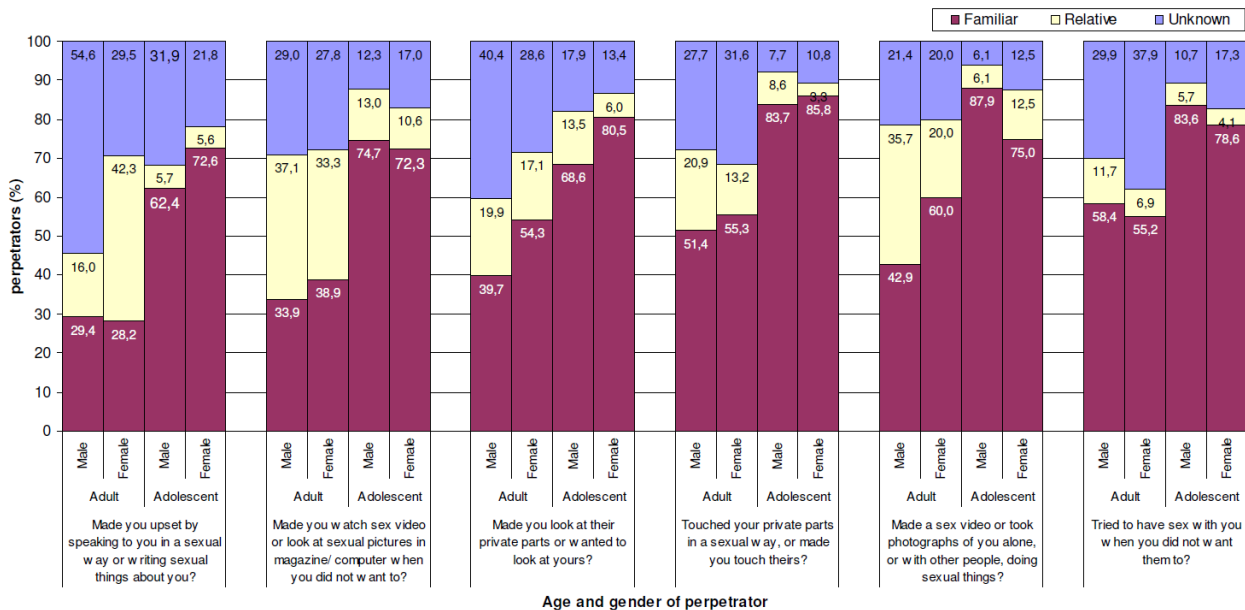


Figure 1.1. Distribution of perpetrators as reported by children and adolescents experienced each of the 6 different behaviours of sexual violence, by type of perpetrator (adult/ adolescent male or female) and his/her relationship to the child (unknown person, familiar person, a relative).

These findings highlight the fact that experiences of violence and neglect during childhood in Greece are widespread, with girls in their late adolescence running a significant risk for all types of violence. What is more, the BECAN study pinpointed that violence is explicitly mainstream in children’s and adolescents’ relationships, especially at this life-stage when concerns around sex and sexuality are raised. Adolescents are to a large extent sexually abused by their own peers, with whom they are often familiar or have already formed friendships or intimate relationships. In that case, realizing the abuse is hindered and protracted, as there are mixed feelings for the perpetrator that perplex the victim. Primary prevention programmes aiming to raise awareness regarding gender-based violence and

promote skills for effective communication between the sexes could be a valuable tool in the effort to combat violence in intimate relationships as early as possible in children's lives.

Table 5 in Annex presents the methodological framework of the study and some important relevant clarifications. The study sample was representative of the general population of pupils of these ages, offering, thus, extra merit to our findings. What is more, it should be noted that this is the first large scale study on children abuse and neglect in Greece that allowed to obtain a clear and valid picture regarding children's and adolescents' experiences of domestic violence, feelings of neglect and forms of psychological, physical and sexual violence perpetrated not only by adults but also from their peers. What is more, the study sample was representative of the general population of pupils of these ages, offering, thus, extra merit to the aforementioned findings.

Study 6: FRA (2014)

European Union Agency for Fundamental Rights' recent survey that was conducted on 2012 (FRA, 2014) aimed to explore –among others- the prevalence of physical, sexual and psychological violence, sexual harassment and stalking against women either perpetrated by their intimate partner (current or ex) and/or by other person. Questions referred to lifetime prevalence since the age of 15 and prevalence during the last year. Moreover, there were also measurements on women's experiences of violence in childhood (before the age of 15) in cases where adult perpetrators were involved. Specifically, physical violence was assessed by investigating for certain forms of physical harm, such as slapping, kicking, stabbing or hair pulling; sexual violence was measured by forms of coercion to sexual acts or sexual exposure and psychological violence was assessed by investigating for adults' threats of abandonment or harm and for denial or withdrawal of love. The total sample of the study was 42.002 women, aged 18-74 years old, across the 28 EU member states; while for Greece, that is reported here, data were collected from a representative sample of 1.500 women, aged 18-74, from all over the country.

With respect to women's experiences of any type of violence during childhood (before the age of 15), by adult perpetrators, the survey showed (See Table 1.2.) that 1 out of 4 (25%) women in Greece reported that they had experienced any type of physical, psychological and/or sexual violence by an adult, at least once before the age of 15 years old. In more details, the vast majority of women (20%) claimed that they had been physically abused by an adult, while 7% that they had been psychologically abused by a family member at least once before the age of 15. The most common actors of physical and psychological violence were mainly the parents (54% for fathers and 53% for mothers regarding physical violence and 46% for fathers and 58%

for mothers regarding psychological violence), while physical violence is also perpetrated by male authority figures (16%) and relatives (10%).

Experience of sexual violence at least once before the age of 15 was reported by 5% of the women in Greece. In regards to the perpetrators, only 3% of women report female perpetrators, which means that almost all women who were sexually abused during childhood, report male perpetrators, who was an unknown man (by 57% of the respondents), an acquaintance, friend or neighbour (26%), a relative (16%) or a male authoritative figure like teacher, doctor or priest (2%). (FRA gender-based violence against women survey dataset, 2012).

The findings above appear even more disconcerting if viewed in the light of two main points highlighted by the FRA EU-28 overall results that i) most incidents of physical and psychological violence are recurring and ii) most experiences of psychological violence are conjoint with other forms of physical or sexual abuse. Even though these data haven't yet been released or fully analyzed for Greece, if the EU-28 is taken into account, it may be speculated that the 25% of women who reported to have suffered from such experiences before the age of 15 may have been repeatedly exposed to multiple forms of violence, heightening, thus, the risk for burden on their wellbeing and functioning in childhood. More importantly, though, it was underlined that experiences of abuse in childhood may well have extended their impact into adult years, either in the form of lower levels of self-perceived health and functioning or as a risk factor for later victimization in the context of adult relationships.

Table 1.2 Prevalence of abuse experiences during childhood (before the age of 15) by adult perpetrator(s), by abuse type (% of women retrospectively reported abuse)^a

Type of abuse	Lifetime (before 15 y/o)	
	Greece	EU-28
Psychological violence by a family member	7	10
Physical violence	20	27
Sexual violence	5	12
Any Physical or Sexual violence	23	33
Any violence (physical, sexual or psychological)	25	35

^a Multiple response possible; at least one incident of physical or sexual or psychological violence occurred (N_{Greece} = 1,500, N_{EU-28} = 42,002).

Source: FRA's Report (2014), Table 7.1

In terms of women's experiences of violence in adulthood, the survey results showed (see Table 1.3) that 1 out of 4 (25%) Greek women reported that during their lifetime they had experienced physical and/or sexual violence either by a current or previous partner (19%) or by a person other than their partner (10%) at least once, since the age of 15 years old (FRA

gender-based violence against women survey dataset, 2012). Moreover, 7% of women reported that they have been physically and/or sexually abused during the last year, by their current or previous partner (6%) and/or by another person (2%). As for the type of IPV, in the case that the perpetrator was partner (current or ex), more than 1 out of 3 women (33%) reported that they had experienced psychological violence at least once, since the age of 15 years old; almost 1 out of 5 women (18%) that they had experienced physical violence at least once, since the age of 15 years old and 5% of the women that they had experienced sexual violence at least once, since the age of 15 years old. On the other hand, in the case that the perpetrator was not partner but another person, 10% of the women reported that they had experienced physical violence, while 1% that they had been sexually abused at least once, since the age of 15 years old. During the past year, 5% of women claimed that they had experienced physical violence and 2% that they had experienced sexual violence by their partner (current or ex); while 2% of the women that they had experienced physical violence and 1% that they had been sexually abused by another person (not partner) [FRA gender-based violence against women survey dataset, 2012].

Table 1.3. Prevalence of women's abuse during lifetime (since the age of 15) and during past year, by type of perpetrator(s) and by type of abuse (% of women)^a

Type of Perpetrator(s)	Type of abuse	Prevalence			
		Lifetime (since 15 y/o)		last 12 months	
		Greece	EU	Greece	EU
Partner (current &/or ex) - IPV	Physical & Sexual Violence	19	22	6	4
	Physical violence	18	20	5	4
	Sexual violence	5	7	2	1
	Psychological violence	33	43	Not measured	
Other person (non-partner)	Physical & Sexual Violence	10	22	2	5
	Physical violence	10	20	2	4
	Sexual violence	1	6	1	1
Total (partner and/or other person)	Physical & Sexual Violence	25	33	7	8
	Physical violence	24	31	7	7
	Sexual violence	6	11	2	2

^a Multiple response possible; at least one incident of physical or sexual or psychological violence occurred (N_{Greece} = 1,500, N_{EU-28} = 42,002).

Source: FRA gender-based violence against women survey dataset, 2012

Although the study findings painted an unfavourable picture regarding women's abuse in Greece, even more alarming results were revealed when analysing the data according to participants' ages. Women 18-29 years old, the youngest age category included in the study,

were shown to be the most vulnerable group in terms of various forms of violent experiences as well as of manifestations of worry and avoidance, reflecting that right after adolescence, by early adulthood, women enter one of the most threatening periods of their lives and limit themselves to ensure their safety (FRA gender-based violence against women survey dataset, 2012).

Specifically, women 18-29 years of age reported the highest rates among all other age groups (30-39, 40-49, 50-59, 60+) when asked about experiencing any form of stalking (18-29: 20%, total average for all ages: 12%), especially receiving offensive/threatening communications (18-29: 19%, total average for all ages: 10%), cyberstalking (18-29: 13%, total average for all ages: 4%), loitering/following them around (18-29: 7%, total average for all ages: 5%) and sexual harassment (18-29: 63%, total average for all ages: 43%) since the age of 15. Following the general age-wide trend, young women (18-29 years) tend to be stalked or sexually harassed mainly by unknown people (65% and 76% respectively) and their partners (27% and 14% respectively). Alarming, stalking behaviours are not only common experiences for young adult women but are also widely reported to last for more than one year (18-29: 58%, total average for all ages: 44%). These findings justify the high rates of anxiety symptoms (37%) and panic attacks (18%) that have been reported by women aged 18-29 (compared to 38% and 11% respectively of the total average for all ages) as long-term consequences of the most serious case of stalking and are indicative of the psychological strain that women suffer during their first years of adulthood.

In addition, assessment of lifetime (since the age of 15) experiences of physical and/or sexual violence by a partner or a non-partner showed that such adverse incidents have already become reality for a significant number of young adult women (23% compared to total average for all ages: 33%), suggesting that for some young women these experiences probably took part during adolescence or were a part of their adolescent intimate relationships. When asked of such experiences during the last 12 months prior to the survey 9% of women aged 18-29 reported to have been physically or sexually abused by a partner or non-partner whereas the total average for all ages was 7% (FRA gender-based violence against women survey dataset, 2012)

Given this harsh reality, it is no surprise that women in their early adulthood are shown to worry and to limit their whereabouts out of fear of potential victimization. During the last 12 months prior to the survey, 21% of women 18-29 years reported to feel at least sometimes worried of being physically or sexually assaulted by any perpetrator (30-39 years: 19%, 40-49 years: 16%, 50-59 years: 13% and 60+:17% mean:17%). Motivated by such fears, 77% and 69% of women 18-29 years at least sometimes avoid certain places and situations and avoid going to places where no other people are around, reaching the highest ranking position among all other age

groups (30-39 years: 67% and 54%, 40-49 years: 59% and 52%, 50-59 years: 67% and 57%, 60+: 67% and 52% respectively) (FRA gender-based violence against women survey dataset, 2012).

In the same vein, intimate relationships in early adulthood are far from “safe havens” for women in Greece. Among women aged 18-29, 14% have experienced physical violence (total average for all ages: 18%) and 4% sexual violence (total average for all ages: 5%) by their partner since the age of 15, whereas the respective percentages during the last year prior to the survey were 6% and 2% (with total average for all ages 5% and 2% respectively) (FRA gender-based violence against women survey dataset, 2012). Moreover, lifetime experiences of psychological violence are widely reported by young adult women in their intimate relationships (33%, equal to the total average for all ages), with controlling behaviours -such as trying to isolate the respondent from her social network, unsubstantiated suspicions of her being unfaithful- and abusive behaviours –i.e. belittling the respondent in public or private, threatening to hurt her, locking her up- forming the most common aspects of such experiences during this age period (18-29: 27% for controlling behaviours and 24% for abusive behaviours vs. total average for all ages: 24% and 25% respectively).

Investigating the aftermath of the most serious incident of physical and/or sexual violence by a partner since the age of 15, some important findings regarding young adult women emerged. With respect to physical injuries, bruises and scratches are the only symptoms to be reported and yet at a much lower rate (24%) compared to the total average (35%) as well as to the other age categories (30-43%), indicating that women aged 18-29 are in low-risk relationships, at least so far and as far as their physical safety is concerned. However, this finding should be appraised in concert with the high frequency of psychologically abusive conduct that many young women are faced with in their intimate relationships (see previous paragraph). These findings combined outline that intimate relationships in early adulthood may exhibit various indications of abuse that, albeit different in terms of extent and intensity, they could function as alarming signals to caution young women about the quality of their relationship and create a “window” for early, safe escape from the relationship before violence (in all forms) escalates. Regrettably, this is yet to be achieved, as shown by 38% of women 18-29 years who did not contact the police after the most serious incident of physical/sexual violence by a partner because they considered it too minor/not serious enough or it never occurred to them to take such action (vs. total average 22%). These findings underscore the need to implement evidence-based primary prevention programmes against gender-based violence as early as possible in the effort not only to facilitate timely recognition of abusive attitudes and behaviours but mainly to combat gender-based violence at its roots by promoting healthy and equal relationships between the sexes and a zero tolerance attitude towards any form of violence.

Following the most serious incident of physical/sexual violence by their partner, young women were shown to manifest all psychological symptoms investigated in the survey (depression, anxiety, panick attacks, loss of self-confidence, feelings of vulnerability, difficulties in sleeping and in relationships), apart from concentration difficulties, though at a much lower rate compared to the total average (except from feelings of vulnerability: 18% for both women aged 18-29 and the total average). The most striking differences emerged comparing young adult women with the total average in terms of loss of self-confidence (13% vs. 39% respectively), anxiety (21% vs. 42% respectively), depression (10% vs. 28% respectively), difficulties in sleeping (9% vs. 25%), panic attacks (4% vs. 21%) and difficulties in relationships (9% vs. 20%). These findings depict that although women's psychological burden is already evident in their early adult intimate relationships, they still maintain their resiliency to a large extent. What is more, women at this age range appear to respond to the most serious incident of physical/sexual violence by their partner with less anger (58%) and aggressiveness (27%) – compared to total average of 77% and 30% respectively- but also with less fear (44%), embarrassment (19%) and shame (19%) in relation to the total average (63%, 23% and 37% respectively). Combining the findings above, it may be suggested that young adult women in violent intimate relationships have robust potential to react effectively against the abuse they suffer, since they are less overwhelmed by their feelings and symptoms and, therefore, may be more able to cope with ways to deal with their relationship. Secondary prevention interventions could be especially relevant by providing information and support to women victims in order to plan their own coping and reaction strategy.

Table 6 in Annex 1 presents the methodological framework of the study and some important relevant clarifications. It is important to be underlined that the sample was representative for the women 18-74 years old residing in Greece, a fact that provides us the possibility to generalize the results on the general women population (aged 18-74) of Greece, as well as to make extrapolations (Tsirigoti, Petroulaki, & Dinapogias, 2015).

Chapter 2

Identification of adolescents suffering IPV and SV

Even though that incidence and prevalence data indicates considerably high rates of exposure to IPV and SV among adolescents in Greece, neither the healthcare nor the educational system provide yet an official, systematic way of identifying adolescents suffering IPV and/or SV, by a partner or non-partner.

In Greece there are no procedures for the identification of adolescents suffering IPV and SV. There is not any routine (or not) screening practice. Concerning IPV and SV only self-reported cases can be identified; the only exception lies to SV by a family member (Law 3500), where cases may identified either via self-report or by any other person (citizen or teacher or professional) that knows or suspects that a child or adolescent is sexually abused by a family member. Sexual abuse of a minor in general is an ex officio prosecuted crime apart from rape. The process that should be followed is:

- Self report: the victim has to press charges either to the police or to the district attorney.
- If teachers (or primary or secondary education) are informed or realize that a crime of domestic violence (including sexual abuse) is committed against a student, they have the obligation to inform the director of the school –without delay- who reports the crime immediately to the police. The same commitment applies to teachers of private schools and all kinds of pre-school education units.
- If a professional or any citizen knows or suspects that an adolescent is sexually abused by any person (except for rape) has to inform (in written or orally) the police or the district attorney.

Chapter 3

Protection of adolescents suffering IPV and SV (tertiary prevention)

As mentioned in the previous chapter, in Greece there is no a systematic way of identifying adolescent victims of IPV and SV. However, once such a case has been identified, either by self-reporting or by witnessing, there are some official legal provisions for teens' protection.

What should be noted here, at first, is that until the introduction of the Law on Combating Domestic Violence (Law 3500/2006), Greece did not have a law specifically relating to domestic violence or IPV. In the framework of this law, there is a specific Article¹ that regards teachers in particular and clearly defines that: any teacher – of primary or secondary education, of public or private sector – which, during the performance of her/his duties, has been informed or has note to have committed a domestic violence crime against a student has to inform, without any delay, the school Director. After teacher's notification, the Director has to announce directly the criminal offense to the pertinent public Prosecutor or to the nearest police authority. Indeed, according the same article², both during the preliminary procedure and the trial, the teacher and/or the school director could be invited as witnesses in the case that the criminal offense could not be proved by no other means. Of importance is that the Law 3500/2006 defines as victims of domestic violence not only the children and the adolescents against whom the criminal offenses have been committed, but also the children and the adolescents who are witnesses/ by-standers of such acts.

Besides this, there is also an Article of the Greek Criminal Procedure Code³ that obliges all civil servants to report any criminal offense that is prosecuted ex officio, if they have been informed on that during the performance of their duties. The report has to be done either verbally or in writing⁴, either to the Misdemeanours Prosecutor or any other investigating official. This obligation concerns also any other citizen that s/he will get informed on or fall into her/his attention such a criminal offense.

Moreover, it should be added at this point that the above-mentioned legal provisions are referring only to criminal offenses in the family/domestic context and not to offenses that take place in the context of adolescents intimate relationships.

¹ Article 23 (§1).

² Article 23 (§2).

³ Article 37 (§1-2).

⁴ Article 40 (§1).

3.1. Support Services for adolescents

As for the existing supportive system for adolescents having experienced IPV or SV, in Greece there is no organization or official service providing exclusively services addressed to this specific population. However, there are organizations that do offer such kind of services to teen victims of IPV or SV that are presented below.

Support services

- SOS helpline 15900 of the General Secretariat for Gender Equality
- Children's Ombudsman
- The Smile of the Child
- Institute for Child Health
- National Centre for Social Solidarity
- Association for the Psychosocial Health of Children and Adolescents
- Several Counseling centers for women

Apart from the above, there are several Social Services of the Municipalities the responsibility of which is provision of special aid, information and support to children, adolescents and adults (who belong to their prefecture) aiming to promote the quality of life and the primary and secondary prevention of citizens' mental health. They also have the responsibility to conduct research regarding child abuse and neglect and to provide support and protection in collaboration with the district's attorney office for juveniles. They also maintain constant collaboration with other organizations – mental health centres, psychiatric clinics, etc. – where they refer various cases that require special treatment. Social Services accept accusations, report cases of child abuse and neglect and are the authorized services which conduct the social investigation. The staff of Social Services of the Municipalities conduct visits in homes where, inter alia, child abuse or neglect is suspected.

3.2. Legal Measures

The legal framework in Greece concerning IPV and SV can be summarized as follows:

Parliament Law No. 3500/2006 on Combating Domestic Violence (Official Gazette of the Hellenic Republic, 2006)

The law 3500 was voted on the 24th of October 2006 and entered into force on January 24th, 2007. It aims to prevent and combat domestic violence, and protect the fundamental rights of

women and children. Apart from the punishment of intimate partner violence, the law punishes sexual abuse and sexual assault of minors by adults to whom they have been entrusted or whose care they are under.

This law adopts a wide definition of family, protecting apart from women, a wider range of persons such as children, elderly persons etc. and extends the application of the law to the cohabitating unmarried couple (Article 1(2)). In article 1(3) it is stated that a victim of domestic violence is also the juvenile in front of whom the violent acts are committed.

In cases where the violent acts covered by the law⁵ are committed against juveniles or in front of them the penalties are more severe. If physical injury or damage to health is induced against a juvenile in a methodic manner causing severe physical pain, physical exhaustion or mental anguish, the imprisonment penalty is at least 10 years (article 6(4)). In cases where a victim is caused physical harm in front of a juvenile, the minimum imprisonment penalty is 1 year (article 6(3)). In cases where there is insult of sexual dignity of a juvenile, the perpetrator is punished for at least 6 months of imprisonment (article 9(2)).

Article 15 of the Law 3500 added a paragraph to article 735 of the Code of Civil Procedure regarding temporary measures providing the potential of enforcement by the court of specific restrictive conditions for immediate removal of the perpetrator from the home, aiming at the protection of the DV victim and other members of the family as well as prohibition to approach work and residence of the DV victim and schools of their children. In addition, if teachers (or primary or secondary education) are informed or realize that a crime of domestic violence is committed against a student, they have the obligation to inform the director of the school – without delay- who reports the crime immediately to the police (Article 23(1)). The same commitment applies to teachers of private schools and all kinds of pre-school education units.

Penal Code

Penal Code contains provisions aimed at the protection of minors against violence inside and outside the family (physical and sexual abuse and incest), cause of damage to the minor's health, exploitation and indecent acts against minors from public officials who provide services to minors or adults to whom it is entrusted the care of minors. More specifically:

Under article 312 of the Criminal Code, if there is no question of a more severe offence, any person who: (a) by continuous cruel behaviour, causes physical injury or damage to the health

⁵ The violent acts covered by this law are: domestic physical harm, violence and threat, rape and abuse of power to commit assault, and insult of sexual dignity.

of a person under the age of 17 or unable to defend him/herself and is under the custody or protection of the perpetrator, or belongs to the perpetrator's household or has a relationship of work or service with the perpetrator or has been left in the perpetrator's authority by the person responsible for the minor's custody, (b) causes suffering, injury or damage to the minor's health by malicious neglect of his/her obligations towards them, is sentenced to imprisonment for at least 3 months.

According to article 339 of the Greek Penal Code (**seduction**) "one who commits a lewd act with a person under 15 years of age, or induces this person to commit or to be subjected to such an act through deception, is punished as follows:

- a) if the victim is under 10 years of age, with at least 10 years' imprisonment
- b) if the victim has completed 10 years of age, but is under 13 years of age, with imprisonment of up to 10 years
- c) if the victim has completed 13 years of age, with imprisonment"

If any of the acts included in article 339 results in the death of the minor victim, the perpetrator will be liable to life sentence (article 340).

Under article 337 (**insult of sexual dignity**), any person who, by indecent gestures or propositions concerning lewd acts, grossly offends against the dignity of sexual life of a minor under the age of 12 is liable to imprisonment from 3 months to 2 years. In cases where the child is above 12 years of age, the perpetrator is liable to imprisonment up to 1 year or a monetary penalty.

Article 342 of the Penal Code (**abuse of power to commit a lewd act against minors**) applies to minor victims under the age of 18 and covers a wide range of perpetrators, including ascending relatives by marriage, foster parents, guardians or supervisors or any other caregivers, teachers or tutors, priests, and members of the family environment of the victim, punishing acts of indecency with a minor whom the above persons had in their supervision or care, even if temporarily.⁶

It should be noted here that since 2002 (by the law 3064/2002) in the cases of rape (article 336 of the Penal Code), seduction of children (article 339 of the Penal Code) and abuse of power to commit a lewd act against minors (article 342) the criminal prosecution is initiated ex officio. In

⁶ Article 339 of the Penal Code protects minors from seduction independently of the relationship of the perpetrator with the victim while article 342 protects them from assault committed by perpetrators with whom the minors have a relationship of dependence and confidence.

the cases that fall under article 337 (namely, insult of sexual dignity) someone needs to press charges.

The crimes of **incest** and **sexual assault between relatives** by blood are punished on the basis of articles 345 and 346 of the Penal Code. Under these provisions, sexual intercourse between relatives by blood in the ascending or descending line is punished, for the ascendants, by imprisonment of up to 10 years, and for the descendants by imprisonment of up to 2 years. Sexual intercourse among siblings or half blood sister/brother is punished by imprisonment of up to 2 years. If the offence is committed among relatives in the descending line and –at the time of the commitment of the offence- the perpetrator has not reached the age of 17, the court has the power not to impose any punishment on such minors. Any other act of sexual assault between relatives is punished by imprisonment of up to 1 year.

Under article 347, paragraph 1b, **lewd acts between males** committed by a) an adult seducing a person under the age of 17 years old b) by abusing a relationship of dependence on the basis of providing any kind of service, is punishable by imprisonment of at least 3 months.

Article 336 (**Rape**) punishes a person who forces a person –by using physical violence or threat- to have sexual intercourse or other lewd act by imprisonment. If those acts are committed by two or more perpetrators (who are acting jointly) the persons are punished by at least 10 years of imprisonment.

According to the provisions of article 343 public officials who commit a lewd act with a person who is dependent on him/her by the service provided to the victim or exploits this relationship (paragraph a) and if persons appointed or in any way working in prisons or other places of detention, schools, educational institutions, hospitals, clinics, or any other kind of infirmary and convalescent home, or other institutions intended to care for persons in need of help, commit lewd acts against persons admitted to such institutions, they are liable to imprisonment of at least 1 year (paragraph b).

The domestic violence law -apart from the fact that article 23 tries to “mandate” only the teachers to report cases of abuse, while it could include in this article more specialties of professionals- does not include any penalties for a teacher who, even though suspects or is informed about cases of domestic violence, does not report them. In fact, **any citizen who is aware that the offense of minor’s abuse has been committed has the right to press charges, either to the Police or to the Public Prosecutor.**

However, no legal responsibility is imposed on a person –including professionals- who is aware of the offense but does not report it. In fact, professionals that have contact with minors are allowed to report suspected cases of abuse but they are not mandated to report and the specific frame is obscure as there is neither designated procedure for reporting nor penalties for failing to report a case. Courts can give orders for appropriate measures only upon request, but professionals are not explicitly obliged to report and prosecutors to request for protective measures.

Chapter 4

Primary and secondary prevention of IPV and SV in adolescents

Perspective (2008-2011)

In the context of the DAPHNE III project entitled “*PERSPECTIVE: Peer Education Routes for School Pupils to Enhance Conciousness of Tackling and Impeding Women Violence in Europe*”, EAVN designed, organized and implemented an intervention into senior high schools (Lyceums) in Greece, under the title “***Building Healthy Relationships between the Sexes***”. The purpose of the intervention was to raise adolescents’ awareness on GBV issues and to promote the development of healthy relationships, aiming particularly to modify teens’ attitudes and behaviors into a zero tolerance towards violence direction. The long-term outcome of the workshops –as anticipated- was future generations of men and women to have zero tolerance towards GBV and no stereotypical representations about gender roles; in that way, youngsters would be encouraged to build healthier and more equal intimate relationships, relying on mutual respect.

The intervention was based on experiential learning methods and on adolescents’ active participation, as well as on the peer education method. Analytically, at first stage, a series of workshops were implemented with a dual goal: (a) *awareness raising*, aiming to sensitize a group of students on issues related to gender equality and relationship violence, and (b) *training*, aiming to train and equip them with all the necessary knowledge and skills in order to be able to undertake the role of peer educators. At second stage, the already trained peer educators conducted their own workshops, acting as facilitators, and transferred the experience and the knowledge they acquired to their peer schoolmates. Peer educators sensitized their peers on the same topics, using a selection of the group activities in which they had participated. Table 4.1 presents the intervention’s structure.

Table 4.1 “Building Healthy Relationships between the Sexes” Intervention’s Structure

Implementation Phase	1st Stage: Peer Educators’ Training <ul style="list-style-type: none">• Conduct needs assessment• Students’ sensitization by implementing the “Building Healthy Relationships” Program• Training of sensitized students to undertake the role of “peer educators”• Intervention evaluation
	2nd Stage: Peer Education Activities <ul style="list-style-type: none">• Organization of Peer Education activities• Implementation of the “Building Healthy Relationships” Program by the “peer educators” in all school classes• Intervention evaluation

In terms of content, the “*Building Healthy Relationships between the Sexes*” project consisted of five distinct modules. The first one was introductory and included group members’ acquaintance with the facilitator(s), group’s needs assessment, exploration of group’s expectations from the project, information about project objectives and ground rules setting. The next two modules, namely “Module 2: Gender Stereotypes and Gender Roles” and “Module 3: Healthy & Unhealthy Relationships – Introduction to Gender based Violence”, aimed to students’ awareness raising and sensitization in the respective themes. The 2nd Module introduced the topics of gender stereotypes and social roles, during which participants were guided to understand the concepts of sex and gender, to discuss what is the difference between these two, but also what others expect from them as girls and boys, how these expectations are formed and how they affect their life and choices. The 3rd Module focused on the characteristics of healthy and unhealthy relationships and on what is GBV, but also led students to explore the way that social perceptions about men and women’s stereotypical roles are related to GBV and IPV. These three modules were the same for both the peer educators’ training workshops and the awareness raising workshops addressed to their peers. The rest two modules were dedicated to peer educators’ workshops; “Module 4: Peer Education” attempted to explain the nature and objective of peer education, the way in which students are influenced by their peers and the way in which they themselves may positively influence their peers, as well as to inform the future peer educators on the role that they will undertake, while Module 5 aimed to the detailed designing and further organization of peer educators’ workshops (location, group size, duration, activities etc.). Table 4.2 presents analytically the intervention’s content.

Table 4.2 “Building Healthy Relationships between the Sexes” Intervention’s Content

1st Module: Introduction (1st and 2nd Stage)	
Activity	Objectives
1. Acquaintance (if necessary) 2. Needs Assessment	<ul style="list-style-type: none"> • Acquaintance with the students • Collection of data regarding the existing knowledge of students, their attitudes and behavior about gender stereotypes and gender-based violence (completion of pre-questionnaire)
3. Expectations and Objectives 4. Ground Rules	<ul style="list-style-type: none"> • Exploration of the students’ expectations and information about the project objectives • Building of a climate of trust and respect by setting ground rules all the group has to respect during the program
2nd Module: Gender Stereotypes and Gender Roles (1st and 2nd Stage)	
Activity	Objectives

<ol style="list-style-type: none"> 1. How it is being a girl – How it is being a boy 2. Gender roles 3. What I like – What I don't like 4. Sex & Gender 5. Professions, roles and activities of women and men 6. I agree – I disagree 7. Gender Box 	<p>Enable students to:</p> <ul style="list-style-type: none"> • Understand and describe the difference between sex and gender, discerning biological characteristics from social roles, learned behaviors and gender stereotypes • Explore and identify gender stereotypes and inequalities, as well as the effects of gender stereotypical attitudes • Explore their own personal attitudes about the roles of men and women • Understand the social construction of gender roles, how they are learned and reinforced.
3rd Module: Healthy & Unhealthy Relationships – Introduction to Gender based Violence (1st and 2nd Stage)	
Activity	Objectives
<ol style="list-style-type: none"> 1. Healthy & Unhealthy Relationships – recognizing the warning signs 2. What would you do if... 3. What is Gender based Violence (GBV scenarios) 4. People & Things 5. Myths & Reality 6. The Continuum of Harmful behaviours 	<p>Enable students to:</p> <ul style="list-style-type: none"> • Explore the characteristics of healthy and unhealthy relationships • Understand and describe the key-concepts of gender-based violence (e.g. power, control) • Identify everyday attitudes and behaviors that support stereotypical attitudes about masculinity and femininity, which contribute to the occurrence of gender-based violence • Identify false beliefs often related to the issue of gender-based violence (e.g. "jealousy is a proof of love", "men are violent by nature") • Define and identify the three main types of GBV: psychological, physical and sexual violence • Identify the main warning signs of gender-based violence and explore its effects • Think of whom they could turn to in case they find themselves in an abusive relationship (currently or in the future).
4th Module: Peer Education (1st Stage)	
Activity	Objectives
<p>Exercises on the influence of the peer group</p> <p>Questionnaire completion</p>	<ul style="list-style-type: none"> • Understanding the way in which children are influenced by their peers and how they themselves can positively influence their peers. Introduction to peer education. • Intervention evaluation (at the end of the module)
5th Module: Organization of Peer Education Activities (2nd Stage)	
Activity	Objectives
Organization of Peer Education Activities	<ul style="list-style-type: none"> • Understanding the role the students will undertake as "peer educators" • Development of groups of Peer Educators and distribution of them to the school classes • Selection of activities they wish to implement in the class where they will coordinate the project and familiarization with the material and its use.

Intervention took place into 2 public Lyceums in Athens, during the school year 2009-2010. In total, 50 students (27 boys and 23 girls) of the 2nd grade participated in the 1st stage – awareness raising and peer educators' training- workshops and were trained as peer educators. The total duration of these workshops ranged from 8.5 to 12 hours and were conducted in two and three meetings respectively. The peer educators' workshops were implemented only in the one of the two Lyceums, in which 19 out of the 24 trained peer educators facilitated their own workshops and sensitized 112 peers of their school.

In order to evaluate the effect of the intervention, students that participated in the awareness raising and peer educators' training workshops filled in a questionnaire before and right after

the 1st stage workshops. The questionnaire aimed to assess intervention's effectiveness in regards to students' attitudes and knowledge on various statements related to GBV, as well as students' satisfaction from the project and project's influence on participants as assessed by students themselves. Moreover, both peer educators and participants in the peer educators' workshops completed another questionnaire after the peer education activities, aiming to estimate the degree to which the workshops influenced them and their overall impression from their participation.

As for peer educators who participated in the 1st stage workshops, evaluation results showed that the intervention was quite effective. After the workshops, participants' attitudes seemed to be modified towards the desired direction, that means in a less stereotypical mode, in a great deal of statements. In regards to their knowledge on several topics related to GBV, it seemed to have been enhanced after the workshops, since students were found either to have corrected their previous false beliefs or to have raised their previous correct beliefs. Intervention's influence was also assessed by participants themselves in terms of the knowledge acquired and results showed that overall students considered that they gained important knowledge on the topics of GBV and healthy and unhealthy relationships. More precisely, students were found to be highly influenced by the project in recognizing if a relationship is healthy or not (M = 82.9%, on a scale 0-100% measuring the degree that the project influenced them) and in taking the "proper" actions in cases that themselves and/or somebody they care about has been abused (M = 81.8%, on a scale 0-100%). Lower but considerably high was also the extent they were influenced in better understanding of the GBV phenomenon (M = 74.6%, on a scale 0-100%) and in enriching the knowledge they already had on GBV (M = 68.5%, on a scale 0-100%). Additionally, an indirect measure of participants' satisfaction seemed also to be really high in regards to students' willingness to participate again in such a workshop, in which almost 9 out of 10 students (88.2%) responded positively.

As for the students who participated in the 2nd stage workshops, evaluation measurements showed that the peer educators' workshops influenced participants in a considerably high degree, even though the modifications achieved were quite lower when compared to the respective results of peer educators. Students reported that the activities helped them to know what they should do if themselves or someone they love is being abused (M = 60.8%, on a scale 0-100%), to recognize if their relationship is healthy or not (M = 57.2%, on a scale 0-100%), as well as to better understand the issue of GBV and to increase the knowledge they already had on that issue (M = 55.7% and M = 49.9% respectively, on a scale 0-100%). What is more, 84.7% of participants reported that they would be interested in attending more workshops on the same subject.

Pondering over completion of the project's implementation, it may be suggested that incorporation of such programmes in the school curriculum would not only facilitate the

programme's implementation in practice but would also signify that "healthy relationships" and attitudes of zero tolerance to violence are a major concern for the entire school community.

GEAR against IPV (2009-2011)

In the context of the DAPHNE project entitled "*Gender Equality Awareness Raising against Intimate Partner Violence*", EAVN was responsible for the design, organization and implementation of the "GEAR against IPV" Workshops. Their main aim was to contribute to primary prevention of IPV, through school-based awareness-raising activities targeting explicitly to deconstruct students' gender stereotypes, to promote the development of healthy and equal relationships between the sexes and to encourage the development of attitudes of zero tolerance towards all forms of gender-based violence.

The students' workshops in Greece were entitled "***Building Healthy Relationships between the Sexes***" and were implemented in 13 public schools of secondary education, at several regions of Greece (for more details see ANNEX II) during the school year 2010-2011. In total, 522 students (both boys and girls) participated in the workshops; 258 of them belonged in the intervention groups (aged 13-16 years old) and 264 in the control groups (aged 13-18 years old). Workshops' duration ranged from 11 to 30 teaching hours depending on the school (real time ranged from 8h & 15' to 22h & 30').

The workshops were conducted by female teachers, who had already been trained at the Teachers' Training Seminar organized by EAVN. Their training consisted of three parts. Parts I and II aimed to build teachers' capacity on implementing "GEAR against IPV" Workshops in their classrooms while the aim of Part III was to build their capacity on handling cases of revealed and/or suspected abuse. In addition to these Parts, there was also an Introductory and a Closing section and the completion of the Pre- and Post-Seminar evaluation questionnaires. A limited number of core information about the teachers' training seminar are provided in the Annex II, since a detailed description is out of the scope of the present report. After completing the Training Seminar, teachers were called to plan the timeline and structure of their own "GEAR against IPV" Workshops in the classrooms. Each facilitator had the flexibility to select activities on his/her own taking into consideration a number of factors, such as the time available for implementing the workshop, his/her style, his/her familiarity with the activities, the knowledge and attitudes of the students' group, as measured via needs assessment, the aim that the facilitator has in mind to reach through the workshop etc. On the other hand, all facilitators were called to preserve the sequence of the following four modules and select activities from each of them: (a) Module 1: Introduction, (b) Module 2: Gender stereotypes and Gender Equality, (c) Module 3: Healthy and Unhealthy Relationships, and (d) Module 4: Intimate Partner Violence. The activities implemented were derived from "Booklet III:

Teachers' Manual" of the Greek GEAR against IPV Package and "Booklet IV: Students' Activities Book".

The effect of the workshops on students attitudes and knowledge was evaluated via pre-, post- and follow-up measurements. More precisely, intervention groups' students filled out one questionnaire before the workshop (pre-), one right after the workshop (post-) and one about 4 months after the end of the workshop (follow-up questionnaire). The same questionnaires at the same time intervals were also completed by the control groups' students. In broad lines, the questionnaires included sets of questions that assessed students' personal gender stereotypical attitudes, attitudes towards violence and knowledge on violence.

Comparing the pre- and post- questionnaires to evaluate the workshop's impact, it was shown that after the workshop students held less stereotypical gender attitudes, became less tolerant towards gender-based violence and were better informed about violence. Specifically, 71.3% of students replied that they learned many things (42.7%) or everything that they needed to know (28.6%) regarding Gender Equality, while 76.6% of students replied that they learned many things (40.3%) or everything that they needed to know (36.3%) regarding Relationship Violence. What is more, students were asked to assess the degree (on a scale from 0% to 100%) to which the workshop helped them to recognize if their own or any relationship is healthy or not, and to know what they should do if they themselves or someone they love is being abused. The total mean ratings in all aspects ranged from 74.49 (SD = 23.52) to 76.28 (SD = 24.26), indicating that the workshop achieved its aim to a rather satisfactory degree.

The long-term effectiveness of the workshops was also shown to be quite satisfying, since, four months after their completion, participants appeared to maintain the modification achieved in their attitudes regarding gender stereotypes and gender-based violence towards a less stereotypical and less tolerant direction and were still better informed with respect to violence. In most cases, students held less erroneous beliefs in the aforementioned measured aspects compared to their own answers before participating in the workshops and right after completing them. Moreover, another indicator of workshops' effectiveness was the comparison between the answers of intervention groups' students to the respective answers of control groups' students. Almost in all negotiated issues, intervention groups students' answers were significantly differentiated in the post- and follow-up measurements from the respective answers of the control groups' students in a less stereotypical and less tolerant towards violence direction.

Apart from the workshops' evaluation regarding the gained knowledge and the modified attitudes, students' satisfaction from the workshops and their usefulness were also measured. Results showed that the students that participated in the workshops were highly satisfied in terms –indicatively mentioned– of the workshop as a whole (mean rating 8.17 on a scale from 0=not at all to 10=absolutely), the topics discussed (mean rating 8.43), their personal

participation in the workshop (mean rating 8.30), and the handouts used etc (mean rating M = 8.23). What is more, students' expectations from the workshop were met to a significant degree (mean rating 7.82 on a scale from 0=not at all to 10=absolutely); participants were highly satisfied by the activities in which they participated (mean rating M = 8.32) they were pleasantly surprised by the workshop (mean rating 8.16) and they considered to have benefited from the it (mean rating M = 8.36). Other indirect measures of participants' satisfaction seemed to be notably high; for example, 85.7% of students reported that they would or most probably would like to participate in another similar workshop in the future and 87.45% of them that they would or most probably would recommend to a friend of theirs to participate in a similar workshop. As for the workshops' usefulness, students also assessed it highly both in terms of their daily life (mean rating M = 8.32 out of 10) and of their personal relationships (mean rating M = 8.52 out of 10), as also for cases that someone they know is a victim (mean rating M = 8.49 out of 10) or a perpetrator (mean rating M = 8.59 out of 10).

According to teachers' and students' feedback, it would be best if the programme implementation started at the beginning of the school year and was extended during its entire course. This way, more time could be dedicated to the workshop implementation, so as teachers could be less constricted by the strict time schedule and more free to keep up with their students' pace. Incorporating the workshop in the official school curriculum would not only facilitate students' participation but would also allow more time to be invested in the process, elaboration and reflection of the experiential activities conducted

Youth4Youth (2011-2013)

Within the framework of the Daphne III programme, the project entitled "Youth4Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education" aimed to prevent and combat gender-based violence among adolescents via experiential learning techniques and the peer education approach. In this context, a number of workshops were implemented aiming to provide adolescents a safe space to: (a) explore their attitudes towards GBV, (b) understand the relationships between gender stereotypes, gender inequality and GBV, (c) reassess their tolerance towards GBV, and (d) empower them with the skills, knowledge and confidence needed in order to become actively involved, as agents of peers' change, in developing an environment free from violence both for themselves and their peers. During the workshops, all students were trained also as peer educators, given the fact that one of the project's aim was students' empowerment in order to be able to undertake the role of "peer educators" and to sensitize their peer schoolmates, transferring in that way the knowledge and the experience they acquired. Even though the Y4Y project focused on the concept of GBV, it is considered necessary to include some core information regarding its

structure and evaluation in this chapter as a variety of IPV, DV and SV's issues were dealt with in its context.

In Greece, EAVN was responsible for the organization and the implementation of the "Youth4Youth Workshops" which were carried out in 3 phases: (a) the Peer Educators' Training (Initial Awareness-Raising and Training for Peer Educators sessions), (b) the Awareness-Raising Workshops facilitated by the Peer Educators and (c) the Students' Exhibitions. The Initial Awareness-Raising Workshops were implemented into three public Lyceums, in the Attica region during March and April 2012. In total, 87 students, aged 15-18 years old, participated in the Initial Awareness-Raising Workshops (Phase 1), 3 groups of 2nd grade students and 1 group of 1st grade students. The duration of the Initial Awareness-Raising Workshops was 8-9 hours (net duration: from 6 hours to 6 hours and 45 minutes). After the completion of Phase 1 Workshops, the students who expressed their interest to become and act as peer educators conducted, in their turn, one awareness-raising session to specific groups of their peer schoolmates (Phase 2). The peer educators selected activities from these they had already practised themselves, and implemented them with their peers by using the same material and the techniques learned at the initial Phase 1 training. 61 out of 87 already trained students subsequently facilitated the Peer Educators' Awareness-Raising Workshops to 434 peers, aged 15-20 years old. The duration of the peer educators' workshops ranged from 5 hours (net duration: 3 hours and 45 minutes) to 12 hours (net duration: 9 hours), depending on the school. At Phase 3, the Students' Exhibitions, students had the chance to celebrate their participation in the Youth4Youth project via exhibiting their posters with key messages on GBV among young people and via sharing their own experiences and reflections deriving from their participation in the project.

Youth4Youth Workshops were conducted by EAVN's personnel, 3 women and one man. Their content, each session's structure and the activities involved per session were clearly defined at the Y4Y Implementation Manual which has been developed for this project. During the Initial Awareness-Raising Workshops' sessions (Phase 1), young people were sensitized on topics related to gender roles and gender stereotypes (Session 1), as well as to GBV in the school environment (Session 2) and in romantic relationships (Session 3). Session 4 was dedicated to peer educators' training.

The evaluation of the workshops' effect was conducted via pre- and post-questionnaires, which were completed by participants, before and after the workshops. Evaluation results of the Phase 1 workshops, overall, showed that the workshops were effective as young people's attitudes related to GBV both in general and in the context of intimate relationships, as well as their tolerance towards several GB violent behavioral expressions, seemed to have been modified after the intervention for a considerable number of stereotypes towards a less stereotypical direction. Moreover, after the workshops, students were more aware of the

“appropriate” ways of acting against violence when compared with their stance before workshops.

Valuable data regarding the evaluation of the Youth4Youth workshops were also collected via indirect measurements in regards to participants’ satisfaction. First of all, more than 6 out of 10 of students (66.7%) declared that they really enjoyed themselves in the training workshops and they have found interesting the whole process (63.9%), while more than 5 out of 10 students mentioned that they felt relaxed (51.4%) and happy (50%) during the workshops. Additionally, more than 1 in 3 students noted that the workshops contributed to the reevaluation of their opinions and stances (33.3%) and that they felt engaged and involved into the process (30.6%). Secondly, students seemed to be overall satisfied enough from the workshops, especially in the following aspects: the good preparation of trainers (overall mean rating $M = 4.50$ out of 5), the topics addressed were interesting (overall mean rating $M = 4.26$ out of 5), the addressed issues concerned them in their everyday life (overall mean rating $M = 4.16$ out of 5). Furthermore, another indicator of students’ satisfaction was derived from their answers in questions related to their intention of participating again in such a workshop or recommending it to a friend. More than 9 out of 10 students replied that they would recommend to a friend of them to participate in a workshop like this; the same percentage supported that this kind of workshops is necessary to be conducted in schools and they noted that they would like to participate in another similar workshop in the future. What is more, 87.5% of workshop’s participants reported that they would be willing to act as peer educators of their classmates in the future.

The workshops’ impact was highly assessed by students as well. In more details, 77.9% of participants mentioned that they gained knowledge in recognizing their own relationships as healthy or not and 75.1% in understanding when their own behaviors may become unhealthy. Additionally, 70.6% of students reported that they learned important things in regards to what they should do if themselves or somebody else is being abused. The workshop was also effective in helping students recognize incidences of gender based violence (69%) and in enhancing students’ knowledge in the topics of gender stereotypes and gender based violence (67.5%). An outcome of paramount importance for the workshops’ credentials in practice is that 68.1% of students reported that the workshop made them feel more ready and more capable to take action against incidences of gender based violence.

Regarding students’ satisfaction from the Peer Educators’ Workshops, the vast majority of peer participants considered the workshops as something very interesting, useful for themselves and their lives, as well as quite informative regarding their intimate relationships and the topic of GBV. Their feedback that “through these activities, they had the chance to see alternative ways of behaving and reacting in incidences of GBV” should be underlined.

Granting the programme implementation with more time available would be a substantial improvement that would benefit both the awareness raising workshops and the peer educators' training sessions: having more time at the facilitators' disposal would allow them to keep up with the group's pace of process, and thus, enhance the experiential effect of the activities, while, at the same time, would contribute in increasing peer educators' self-efficacy in delivering their own workshops by focusing more tentatively on ambiguous or awkward aspects.

Recommendations - Suggestions

The major gaps identified are:

- The magnitude of the problem of IPV and SV in adolescents in Greece is yet unknown due to the lack of primary data, epidemiological studies and systematic collection of data regarding detected/reported cases
- Lack of screening process, protocols and guidelines
- Lack of legal immunity for professionals (professionals can be subjected to suits by offenders, and thus discouraged to report any alleged cases) which often leads to developing a defensive stance at their work and resulting to low morale, as they feel helpless in front of the complicated and bureaucratic “state system”
- The insufficient legal framework.

As for the magnitude of IPV and SV among adolescents in Greece, there is a need of systematic research. Moreover, it is imperative to be established a systematic way of recording cases of IPV and SV in teens population by institutional services, such as police or other justice services, hospitals or other healthcare services, etc. in some cases there are systems of recording but they should be improved.

As for the screening process of IPV and SV’s victims in Greece, it should be established an official procedure or policy for identifying teens who are either abused by their dating or intimate partner or sexually abused by any person, partner or not. Such policy framework should be established for adults also.

Regarding the legal framework (which many times is obscure), the citizens and professionals (including teachers) don’t know which cases they should report to the authorities, which are these authorities and under which conditions they are obliged to report.

Furthermore, as there are no guidelines or a common protocol to be followed, professionals are very reluctant to report cases and they are also not mandated to report.

Awareness raising on IPV and SV in adolescents’ should be introduced at schools along with parents’ awareness raising and teachers’ training.

Last but not least, regarding support services there is a necessary to be established rape crisis centers and the duties of the existing support services (counseling centers) to be extended in order to be able to offer services to adolescents too and not only to adults.

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ANNEX I

Survey No/Name		1: Pentaraki, M. (2003)
Responsible for the survey		Individual Researcher (M. Pentaraki)
Context of the survey		Ph.D. Thesis
Data collection period [dates]		April – June 2002
Data collection method		Structured questionnaire (self-completed)
Sample and Sampling		
Method of sampling		Convenience sample
Respondents' characteristics	Country of Origin	Greece: 91.1% Other: 8.9%
	Sex	Female
	Age range	15-21 years old, high-school students
	Relationship/ Marital status	<ul style="list-style-type: none"> Have/had dating/intimate/sexual partner: 81% Never had dating/intimate/sexual partner: 19%
	Geographical areas covered	Attiki (5 Municipalities)
Sample's size (N of individuals to be approached)		600
Response rate [% and (N) of individuals responded]		81% (N=486)
Other		
Types of abuse measured		Lifetime prevalence of psychological – physical – sexual violence by a dating and/or intimate partner
Important methodological information/ Comments		<p>Questionnaire developed on the basis of the below-mentioned scales and modified after pilot testing:</p> <ul style="list-style-type: none"> Conflict in Adolescent Dating Relationship Inventory (Wolfe et al., 2001) Conflict Tactics Scale (Strauss, 1979) Psychological Maltreatment of Women Inventory (Tolman, 1988) Measure of Psychological and Physical Abuse (Shepard & Campell, 1992)
Access (link &/or reference)		<p>Pentaraki, M. (2003). <i>Magnitude, Forms and Consequences of Violence that Adolescent Female High School Students Suffer in their Intimate Relationships</i>. Unpublished Doctoral thesis, Department of Sociology, Panteion University, Athens.</p> <p>[in Greek language]</p>

Survey No/Name		2: MIGS (2008)
Responsible for the survey		Mediterranean Institute of Gender Studies (MIGS), Institute of Equality for Greece
Context of the survey		DAPHNE project "Date Rape Cases among Young Women: Strategies for Support and Prevention"
Data collection period [dates]		Not specified
Data collection method		Structured questionnaire (self-completed)
Sample and Sampling		
Method of sampling		Randomly selected female students from 2 Universities (public & private)
Respondents' characteristics	Country of Origin	Greece: 87.4% Other: 12.6%
	Sex	Female
	Age range	18-24 years old, tertiary education students
	Relationship/ Marital status	<ul style="list-style-type: none"> • Have/had dating/intimate/sexual partner: 90.3% (of which 25% is married) • Never had dating/intimate/sexual partner: 8.9% • Unknown (missing): 0.8%
	Geographical areas covered	Athens and Komotini
Sample's size (N of individuals to be approached)		Not available
Response rate [% and (N) of individuals responded]		N=478
Other		
Types of abuse measured		Lifetime prevalence (since the age of 18) Mainly sexual violence by a dating and/or intimate partner Psychological and physical violence by a dating and/or intimate partner
Important methodological information/ Comments		Questionnaire developed on the basis of instruments of previous research studies: <ul style="list-style-type: none"> • Rickert, V.I., Wiemann, C.M., Vaughan, R.D., & White, J.W. (2004). Rates and Risk Factors for Sexual Violence among an Ethnically Diverse Sample of Adolescents. <i>Archives of Pediatric & Adolescent Medicine</i>, 158, 1132-1139. • Zeitler, M.S., Paine, A.D., Breitbart, V., Rickert, V.I., Olson, C., Stevens, L., Rottenberg, L., & Davidson, L.L. (2006). Attitudes About Intimate Partner Violence Screening Among an Ethnically Diverse Sample of Young Women. <i>Journal of Adolescent Health</i>, 39, 119.e1-119.e8.
Access (link &/or reference)		<ul style="list-style-type: none"> • MIGS - Mediterranean Institute of Gender Studies. (2008). <i>Date Rape Cases amongst Young Women and Development of Good Practices for Support and Prevention</i>. Nicosia: University of Nicosia Press. (Available at: http://www.medinstgenderstudies.org/wp-content/uploads/date-rape-resource-book_final.pdf). • Institute of Equality (date not mentioned). Greek Country Research Report. (Available at: http://www.medinstgenderstudies.org/wp-content/uploads/national-findings-report_greece1.pdf).

Survey No/Name		3: EAVN (2011)
Responsible for the survey		European Anti-Violence Network (EAVN)
Context of the survey		DAPHNE III project "Gender Equality Awareness Raising against Intimate Partner Violence" (GEAR against IPV)
Data collection period [dates]		School year 2010-2011
Data collection method		Structured questionnaire (self-completed)
Sample and Sampling		
<i>Method of sampling</i>		Convenience sample of students from 13 public secondary education schools
<i>Respondents' characteristics</i>	Country of Origin	Greece: 93.1% Other: 6.27% Unknown: 0.63%
	Sex	Female: 50% Male: 50%
	Age range	13-18 years old, junior high-school and high-school students
	Relationship/ Marital status	<ul style="list-style-type: none"> • Have/had dating/intimate/sexual partner: 56.5% • Never had dating/intimate/sexual partner: 22.5% • Do not want to answer: 21%
	Geographical areas covered	Attiki (5 schools), Patra (2 schools), Serres (2 schools), Larissa (2 schools), and Milos (2 schools)
<i>Sample's size (N of individuals to be approached)</i>		515
<i>Response rate [% and (N) of individuals responded]</i>		92.81% (N=478)
Other		
Types of abuse measured		Lifetime prevalence of psychological – physical – sexual violence by an intimate partner, directed from a boy to his girlfriend and vice versa
Important methodological information/ Comments		No
Access (link &/or reference)		European Anti-Violence Network (EAVN) (2011). <i>Students' Workshops: Implementation and Evaluation Report (unpublished)</i> . Athens: European Antiviolence Network.

Survey No/Name		4: EAVN (2012)
Responsible for the survey		European Anti-Violence Network (EAVN)
Context of the survey		DAPHNE III project "Youth4Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education"
Data collection period [dates]		March – April 2012
Data collection method		Structured questionnaire (self-completed)
Sample and Sampling		
<i>Method of sampling</i>		Randomly selected female students from 2 Universities (public & private)
<i>Respondents' characteristics</i>	Country of Origin	Greece: 91.9% Other: 8.1%
	Sex	Female: 57.5% Male: 42.5%
	Age range	15-20 years old, high-school students
	Relationship/ Marital status	<ul style="list-style-type: none"> • Have/had dating/intimate/sexual partner: 84.3% • Never had dating/intimate/sexual partner: 14.2% • Unknown (missing): 1.5%
	Geographical areas covered	Attiki (3 Municipalities)
<i>Sample's size (N of individuals to be approached)</i>		Not available
<i>Response rate [% and (N) of individuals responded]</i>		N=699
Other		
Types of abuse measured		Dating Violence, Intimate Partner Violence, Non-partner Violence, Gender-based Violence
Important methodological information/ Comments		Questionnaire developed on the basis of the scales: <ul style="list-style-type: none"> • Attitudes Toward Women Scale for Adolescents (Galambos et al., 1985) • Gender Stereotypes Scale (Foshee et al., 1982) • Young People's Views on Relationships Scale (Zero Tolerance, Burton et al., 1998) • Acceptance of Couple Violence (CDC, Dahlberg et al., 2005)
Access (link &/or reference)		European Anti-Violence Network (EAVN) (2012). <i>Attitudes on Gender Stereotypes and Gender-Based Violence among Youth</i> . Athens: European Antiviolence Network. (Available at: http://goo.gl/ZVvUfV in English and at http://goo.gl/k9nbn3 in Greek).

5: ICH (2013)	
Responsible for the survey	Institute of Child's Health (ICH), Department of Mental Health and Social Welfare, Centre for the Study and Prevention of Child Abuse and Neglect
Context of the survey	EU's 7th Framework Programme for Research and Innovation (FP7/2007-2013) "Balkan Epidemiological Study on Child Abuse and Neglect" (B.E.C.A.N.)
Data collection period [dates]	<p><u>Prefecture of Attica</u> Primary education: December 2010 – June 2011 Secondary education: December 2010-February 2011, March 2011-May 2011 & January 2012-March 2012</p> <p><u>Prefecture of Crete</u> Primary education: January-February 2011 & March – April 2011 Secondary education: January-February 2011 & March – April 2011</p> <p><u>Prefecture of Thessalonica</u> Primary education: February 2011 & March – May 2012 Secondary education: February 2011 & March – May 2012</p>
Data collection method	Structured questionnaire (self-completed)
Sample and Sampling	
<i>Method of sampling</i>	Random sampling of high-school students through a multi-stage stratified cluster design [by geographical region, class (and type of school, only for 16 year old students) and urban-rural residential area]
<i>Respondents' characteristics</i>	Country of Origin Greece: 85.85% Other: 14.15%
	Sex Female: 52.44% Male: 47.56%
	Age range 11, 13 and 16 years old, high-school students
	Relationship/ Marital status
	Geographical areas covered Attiki, Thessalonica and Crete
<i>Sample's size (N of individuals to be approached)</i>	15,320
<i>Response rate [% and (N)of individuals responded]</i>	N=10451 49,8% total response rate of children under conditions of active parental consent and 80,51% when passive parental consent was requested.
Other	
Types of abuse measured	Lifetime and year prevalence of exposure to experiences of domestic violence Lifetime and year prevalence of psychological violence by adult/minor perpetrator Lifetime and year prevalence of neglect Lifetime and year prevalence of physical violence by adult/minor perpetrator Lifetime and year prevalence of sexual violence by perpetrators' features [adult/minor, gender and type of relationship (unknown person/familiar person/ a relative)]
Important methodological information/ Comments	<ul style="list-style-type: none"> Modified ICAST-CH and ICAST-P questionnaires in Greek (The modifications made to the ICAST questionnaires by the BECAN Consortium in the context of the BECAN project is described in detail in the Balkan Report.) Sixteen psychologists and one social worker attended a two-day training workshop for field researchers (September, 2nd -3rd 2010)

	<p>in order to carry out the field survey at schools</p> <ul style="list-style-type: none"> • To ensure anonymity and confidentiality, data were collected in pairs of child-parent/guardian that had been matched prior to their collection by assigning on both questionnaires the same, unique Subject Number • Special measures were taken to facilitate children's contact with the research organization in cases of concern, according to the "Training Manual and Guidelines for Researchers for the modified ICASTCH and ICAST-P Questionnaires" (Petroulaki, Tsirigoti, & Nikolaidis, 2010).
Access (link &/or reference)	<p>Petroulaki, K., Tsirigoti, A., Zarokosta, F. & Nikolaidis, G. (2013). <i>BECAN. Epidemiological Survey on Child Abuse and Neglect (CAN) in Greece</i>. Athens: Institute of Child Health – Department of Mental Health & Social Welfare. (Available at: http://www.becan.eu/)</p> <p>Petroulaki, K., Tsirigoti, A. & Nikolaidis, G. (2010). <i>Training Manual and Guidelines for Researchers for the modified ICASTCH and ICAST-P Questionnaires</i>. Athens: Institute of Child Health – Department of Mental Health & Social Welfare.</p>

Survey No/Name		6: FRA (2014)
Responsible for the survey		European Union Agency for Fundamental Rights (FRA)
Context of the survey		After request by the Spanish Council Presidency of the EU (2010) and the European Parliament
Data collection period [dates]		23/04/12 - 30/06/12
Data collection method		Structured, face-to-face interview by trained female interviewers in interviewees' homes
Sample and Sampling		
Method of sampling		Random sampling through a two-stage clustered stratified design (by geographical region and by urban/rural character) with equal probability of selection for households within clusters
Respondents' characteristics	Country of Origin	
	Sex	Female
	Age range	18-74 years old <ul style="list-style-type: none"> ○ 18-24: 9.9% ○ 25-34: 18.91% ○ 35-39: 10.29% ○ 40-49: 20.12% ○ 50-59: 17.98% ○ 60-69: 15.21% ○ 70-74: 7.59%
	Relationship/ Marital status	
	Geographical areas covered	Greece <ul style="list-style-type: none"> ○ Rural areas: 58.82% ○ Urban areas: 41.18%
Sample's size (N of individuals to be approached)		2566
Response rate [% and (N) of individuals responded or been eligible]		70.4% (N=1500)
Other		
Types of abuse measured		Lifetime prevalence (since the age of 15) of psychological – physical – sexual violence by partner (current or ex) and by other person Last year prevalence of psychological – physical – sexual violence by partner (current or ex) and by other person Lifetime prevalence (before the age of 15) of psychological – physical – sexual violence by an adult person
Important methodological information/ Comments		
Access (link &/or reference)		FRA, European Union Agency for Fundamental Rights (2014). <i>Violence against Women: An EU-wide Survey. Main results</i> . Luxembourg: Publications Office of the European Union. FRA, European Union Agency for Fundamental Rights (2014). <i>Violence against Women: An EU-wide Survey. Survey methodology, sample and fieldwork</i> . Luxembourg: Publications Office of the European Union.

ANNEX II

Intervention's Identity					
Project's Name		DAPHNE III project: "PERSPECTIVE: Peer Education Routes for School Pupils to Enhance Consciousness of Tackling and Impeding Women Violence in Europe" [LS/2007/DAP-1/100]			
Types of abuse targeted		Abuse type <input checked="" type="checkbox"/> Psychological Violence <input checked="" type="checkbox"/> Physical Violence <input checked="" type="checkbox"/> Sexual Violence (SV) <input type="checkbox"/> Other (please describe): GBV		Relationship with the abuser <input checked="" type="checkbox"/> Dating Violence (DV) <input checked="" type="checkbox"/> Intimate Partner Violence (IPV) <input checked="" type="checkbox"/> Non-partner Violence <input checked="" type="checkbox"/> Other (please describe): GBV	
Aim(s)		<ul style="list-style-type: none"> To raise adolescents' awareness on GBV related issues To promote the development of healthy romantic/intimate relationships To shape attitudes and behaviors of zero tolerance towards violence against women 			
Responsible (organization &/or person)		European Anti-Violence Network - EAVN for Greece Co-ordinated by the Municipality of Modena			
Access (link &/or reference)		Project's website: www.perspective-daphne.eu			
Implementation					
Where?		<ul style="list-style-type: none"> Setting: 2 senior public high schools (one General and one Vocational Lyceum) Geographical coverage: Athens 			
When?		Implementation period: 12 th of November 2009 – 23 rd of February 2010			
Duration		1 st stage workshops: 8,5 - 12 teaching hours (in 2 or 3 sessions) 2 nd stage workshops: 6 teaching hours (a school day)			
1 st Stage (train peer educators)	To whom? If children/adolescents	Sex	Participants' Identity	Age & other characteristics (if any)	How many participants?
		<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input checked="" type="checkbox"/> pupils/students <input type="checkbox"/> general population Other:	14-17 years old	N = 50 • 27 boys • 23 girls
	By whom? (implementers, if applicable)	Sex	Professional Identity	Special training needed?	How many involved?
		<input checked="" type="checkbox"/> Female <input type="checkbox"/> Male	<input checked="" type="checkbox"/> teacher/educator <input checked="" type="checkbox"/> psychologist <input type="checkbox"/> social worker Other:	<input checked="" type="checkbox"/> Not needed <input type="checkbox"/> Yes (please describe)	N = 3
2 nd Stage Peer Education Activities	To whom? If children/adolescents	Sex	Participants' Identity	Age & other characteristics (if any)	How many participants?
		<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input checked="" type="checkbox"/> pupils/students <input type="checkbox"/> general population Other:	14-19 years old	N = 112 • 58 boys • 54 girls
	By whom? (implementers, if applicable)	Sex	Professional Identity	Special training needed?	How many involved?
		<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input type="checkbox"/> teacher/educator <input type="checkbox"/> psychologist <input type="checkbox"/> social worker Other: Students acting as peer educators	<input type="checkbox"/> Not needed <input checked="" type="checkbox"/> Yes, Awareness Raising and Training Workshops in order for students to be able to undertake the role of peer educators	N = 19

Activities included	<p>Experiential learning methods and active participation of adolescents, via the use of the peer education method.</p> <p>Detailed description of activities included in <i>Output N° 4</i> (see “Useful Material”)</p>
Useful material	
<p>The following Outputs addressed to implementers and more specifically, to organizations or professionals specialized in the field of gender equality and GBV prevention issues, as well as to teachers.</p> <ul style="list-style-type: none"> European Anti-Violence Network (2011). <i>Output N° 4: Thematic Modules for Teachers and Peer Educators based on “Peer Education” Methodology</i>. Athens: European Anti-Violence Network. (Available in English: http://goo.gl/w79HJQ, in Greek: http://goo.gl/fvisMh) European Anti-Violence Network (2011). <i>Output N° 5: Methodological Recommendations for Peer Education Activities</i>. Athens: European Anti-Violence Network. (Available in English: http://goo.gl/KtFpO, in Greek: http://goo.gl/W7sguD) 	
Evaluation	
Evaluation Methodology	<p>Peer educators: process and impact evaluation. A pre-post within-subjects design used for the impact evaluation with peer educators completing a questionnaire before and after the intervention (training Seminar/Workshop).</p> <p>Post-facilitation questionnaire completed for the evaluation of their experience as peer-educators. [process evaluation]</p> <p>Students: post questionnaire [impact evaluation]</p>
Evaluation Results	<p>Process evaluation: satisfaction with several aspects of the project (peer educators)</p> <p>Impact evaluation: Self-assessed influence of the project to knowledge, understanding, recognition and readiness to react to abuse (peer educators and students)</p> <p>Impact evaluation: Self-assessed knowledge and attitudes pre-post the intervention (peer educators)</p> <p>Detailed description of the results is available in</p> <p>European Anti-Violence Network (2011). <i>Output N° 6: Documented Presentation of the Project Implementation in Schools</i>. Athens: European Anti-Violence Network. (Available in English: http://goo.gl/9DGzx1, in Greek: http://goo.gl/HCl8Nc)</p>
Viability and lessons learned	
<p>On the basis of the experience gained from the workshops’ implementation in Greece, the following suggestions are highlighted:</p> <ul style="list-style-type: none"> the attitude and interest of the school community (Principal and Teachers’ Board) for the intervention’s subject, as well as for the necessity of implementing such projects in the school context are two critical factors for the project’s successful implementation embedding such projects in the school curriculum would not only foster students’ participation but would also disseminate the message that gender based violence and the promotion of “healthy” relationships are issues of major concern for the entire school community. 	

Intervention’s Identity		
Project’s Name	GEAR against IPV: Gender Equality Awareness Raising against Intimate Partner Violence (JLS/2008/DAP3/AG/1258)	
Types of abuse targeted	<p>Abuse type</p> <p><input checked="" type="checkbox"/> Psychological Violence</p> <p><input checked="" type="checkbox"/> Physical Violence</p> <p><input checked="" type="checkbox"/> Sexual Violence (SV)</p> <p><input type="checkbox"/> Other (please describe):</p>	<p>Relationship with the abuser</p> <p><input checked="" type="checkbox"/> Dating Violence (DV)</p> <p><input checked="" type="checkbox"/> Intimate Partner Violence (IPV)</p> <p><input type="checkbox"/> Non-partner Violence</p> <p><input type="checkbox"/> Other (please describe):</p>
Aim(s)	<ul style="list-style-type: none"> To offer high-school students (of both sexes) the opportunity to a) assess and challenge -within a safe environment- their culturally “inherited” gender stereotypes and misconceptions, b) to explore the influence that gender stereotypical attitudes and socially imposed gender roles have on their relationships and how power inequality between the sexes is related to violence against girls and women To empower students in recognizing -at an early stage- unhealthy or even abusive characteristics of relationships and to enhance their skills for developing healthy 	

		relationships			
Responsible (organization &/or person)		Co-ordinated by the European Anti-Violence Network - EAVN			
Access (link &/or reference)		Project's website: http://www.gear-ipv.eu/			
Implementation					
Where?		<ul style="list-style-type: none">• Setting: 13 Secondary education public schools (9 Gymnasiums, 3 Lyceums and one Vocational Lyceum)• Geographical coverage: Attica Region (5 schools), Patra-Achaia (2 schools), Serres (2 schools), Larissa (2 schools), Milos-Cyclades (2 schools)			
When?		Implementation period: End of January 2011 – 14 th of April 2011			
Duration		11-30 teaching hours (10 sessions x 2 hours each)			
To whom?	If children/ adolescents	Sex	Participants' Identity	Age & other characteristics (if any)	How many participants?
		<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input checked="" type="checkbox"/> pupils/students <input type="checkbox"/> general population Other:	13-18 years old	N = 522
By whom? (implementers, if applicable)		Sex	Professional Identity	Special training needed?	How many involved?
		<input checked="" type="checkbox"/> Female <input type="checkbox"/> Male	<input checked="" type="checkbox"/> teacher/educator <input type="checkbox"/> psychologist <input type="checkbox"/> social worker Other:	<input type="checkbox"/> Not needed <input checked="" type="checkbox"/> Yes, <i>Teachers' 2-days Training Seminar</i> of 18 hours total duration (net duration of 14 hours and 45 minutes)	N= 17
Activities included		Experiential activities, activities based on active learning techniques. For a detailed description of activities included see Booklet III & Booklet IV.			
Useful material					
<p>The following Outputs addressed to implementers and more specifically, to teachers.</p> <p>Tsirigoti, A., Petroulaki, K., & Ntinapogias, A. (2011). <i>Master Package "GEAR against IPV". Booklet III: Teacher's Manual</i>. Athens: European Anti-Violence Network (Available in English: http://goo.gl/kdZC1J, in Greek: http://goo.gl/KT2VBG).</p> <p>Tsirigoti, A., Petroulaki, K., & Ntinapogias, A. (2011). <i>Master Package "GEAR against IPV". Booklet IV: Students' Activities Book</i>. Athens: European Anti-Violence Network. (Available in English: http://goo.gl/HWThu5, in Greek: http://goo.gl/OWfiFu).</p>					
Evaluation					
Evaluation Methodology		<p>Implementers' (Teachers') evaluation</p> <p>The evaluation design was a mixed (2 x 4) factorial, with the “teachers’ group” (implementers vs. non-implementers) being the between subjects variable and the “time interval” (pre – post - 1st follow-up - 2nd follow-up) being the within subjects variable.</p> <p>Process evaluation: post-training self-assessed measurement of teachers’ satisfaction with their training seminar.</p> <p>Impact evaluation: A pre-post within-subjects design with teachers completing a questionnaire before and right after their training seminar. Also, a pre-post between subjects design was used to measure the teachers’ (implementers and non-implementers) self-assessed confidence to help an abused student.</p> <p>Effectiveness evaluation: a within group comparison, namely by comparing the implementers’ 1st and 2nd follow-up questionnaires (1st follow up: right after finishing the students’ workshop and 2nd follow-up: four months after the end of students’ workshops).</p>			

	<p>Students' evaluation</p> <p>Mixed factorial design (2x3), one factor being between-subjects (workshop vs. no workshop) and the other within-subjects (pre-test, post-test and follow-up test).</p> <p>Process and impact evaluation: A pre-post within-subjects design used for the impact evaluation with students completing a questionnaire before and after the intervention (Workshop).</p> <p>Effectiveness evaluation: A between and within subjects design was implemented to assess project's effectiveness four months after its completion.</p>
<p>Evaluation Results</p>	<p>Implementers' (Teachers') evaluation</p> <p>Process evaluation: teachers' self-assessment of their personal satisfaction with and perceived usefulness of several aspects of the training seminar, as well as their views of the Booklets provided and the facilitator and instructors of their training seminar.</p> <p>Impact and Effectiveness evaluation:</p> <ul style="list-style-type: none"> • Self-assessed knowledge and attitudes regarding gender equality in the country in general and in the school context. • Self- assessed adequacy with respect to the project's implementation and helping abused students. For the latter, comparisons were made between implementers and non-implementers. • Self-assessed knowledge on abuse topics. <p>Students' evaluation</p> <p>Process evaluation: post-workshop questionnaire regarding students' satisfaction with several aspects of the workshop.</p> <p>Impact evaluation:</p> <ul style="list-style-type: none"> • Self-assessment of knowledge obtained regarding gender inequality and relationship violence • Workshop's influence on recognizing features of a violent/unhealthy relationship and on knowing what to do if they themselves or someone they love is being abused <p>Impact and Effectiveness evaluation:</p> <ul style="list-style-type: none"> • Gender stereotypical attitudes • Attitudes towards violence • Knowledge on violence • Self-reported exposure to violence <p>Detailed description of the results is available in K. Petroulaki, A.Tsirigoti, S. Ntinapogias (European Anti-Violence Network - Greece) (2011). <i>Teachers' Seminars: Implementation & Evaluation Report</i>. Athens: European Anti-Violence Network.</p> <p>Tsirigoti, A., Petroulaki, K., & Ntinapogias, A. (2011). <i>Students' Workshops: Implementation & Evaluation Report</i>. Athens: European Anti-Violence Network.</p>
<p>Viability and lessons learned</p>	
<p>On the basis of the experience gained from the workshops' implementation in Greece the following suggestions for improvements can be outlined:</p> <ul style="list-style-type: none"> • the Teachers' Seminars are strongly recommended to start at the very beginning of the school year (e.g. September) in order for the teachers to have enough time at their disposal for the preparation and the implementation of the workshops which are also recommended to be implemented during the entire school year • the constant provision of support to the teachers who are implementing the workshops, as the support that was provided by EAVN during the entire duration of the workshops, seemed to be not only highly appreciated by the teachers but also very useful for them. 	

Intervention's Identity					
Project's Name		"Youth4Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education" (JUST/2010/DAP3/AG/1351)			
Types of abuse targeted		Abuse type <input type="checkbox"/> Psychological Violence <input type="checkbox"/> Physical Violence <input type="checkbox"/> Sexual Violence (SV) <input checked="" type="checkbox"/> Other (please describe): GBV		Relationship with the abuser <input checked="" type="checkbox"/> Dating Violence (DV) <input checked="" type="checkbox"/> Intimate Partner Violence (IPV) <input checked="" type="checkbox"/> Non-partner Violence <input checked="" type="checkbox"/> Other (please describe): GBV	
Aim(s)		To provide adolescents a safe space to: <ul style="list-style-type: none"> • explore their attitudes towards GBV • understand the relationships between gender stereotypes, gender inequality and GBV • reassess their tolerance towards GBV • empower them with the skills, knowledge and confidence needed in order to become actively involved, as agents of peers' change, in developing an environment free from violence both for themselves and their peers. 			
Responsible (organization &/or person)		European Anti-Violence Network - EAVN for Greece Co-ordinated by the Mediterranean Institute of Gender Studies (MIGS) - Cyprus			
Access (link &/or reference)		Project's website: http://goo.gl/2EPCO2			
Implementation					
Where?		<ul style="list-style-type: none"> • Setting: 3 public Lyceums • Geographical coverage: Attica Region 			
When?		Implementation period: 7th of March 2012 – 5th of April 2012			
Duration		1 st phase workshops: 8-9 teaching hours (4 sessions x 1.5 teaching hours plus 1 session x 2 teaching hours for the Peer Educators' Workshops) 2 nd phase workshops: 5-12 teaching hours Students' exhibitions: one day event			
1st Stage (train peer educators)	To whom? If children/adolescents	Sex	Participants' Identity	Age & other characteristics (if any)	How many participants?
		<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input checked="" type="checkbox"/> pupils/students <input type="checkbox"/> general population Other:	15-18 years old	N = 87 • 35 boys • 52 girls
	By whom? (implementers, if applicable)	Sex	Professional Identity	Special training needed?	How many involved?
		<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input type="checkbox"/> teacher/educator <input checked="" type="checkbox"/> psychologist <input type="checkbox"/> social worker Other:	<input checked="" type="checkbox"/> Not needed <input type="checkbox"/> Yes (please describe)	N = 4
2nd Stage Peer Education Activities	To whom? If children/adolescents	Sex	Participants' Identity	Age & other characteristics (if any)	How many participants?
		<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input checked="" type="checkbox"/> pupils/students <input type="checkbox"/> general population Other:	15-20 years old	N = 434
	By whom? (implementers, if applicable)	Sex	Professional Identity	Special training needed?	How many involved?
		<input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male	<input type="checkbox"/> teacher/educator <input type="checkbox"/> psychologist <input type="checkbox"/> social worker Other: Students acting as peer educators	<input type="checkbox"/> Not needed <input checked="" type="checkbox"/> Yes, Awareness Raising Workshops in order for students to be able to undertake the role of peer educators	N = 61 • 23 boys • 38 girls
Activities included		Experiential activities, activities based on active learning techniques and peer education method. For a detailed description of activities included see the Y4Y			

Implementation Manual.	
Useful material	
<p>Outputs addressed to implementers and more specifically, to teachers and other professionals working in formal and/or non-formal settings with adolescents and young people.</p> <ul style="list-style-type: none"> • Mediterranean Institute of Gender Studies (2012). Youth4Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education. Cyprus: Mediterranean Institute of Gender Studies. (Available in Greek: http://www.antiviolence-net.eu/Manual_Youth4Youth.pdf). 	
Evaluation	
Evaluation Methodology	<p>Peer educators: process and impact evaluation. A pre-post within-subjects design used for the impact evaluation with peer educators completing a questionnaire before and after the intervention (training Seminar/Workshop). Post-workshop questionnaire completed for the evaluation of their experience as peer-educators. [process evaluation]</p> <p>Students' evaluation: Post-workshop evaluation of the peer educators' workshop [process evaluation]</p>
Evaluation Results	<p>Peer educators: Process evaluation: post-workshop questionnaire regarding students' satisfaction with several aspects of the workshop. Impact evaluation: self-assessment of</p> <ul style="list-style-type: none"> • attitudes towards gender stereotypes • attitudes towards gender-based violence • attitudes related to intimate relationships • attitudes towards IPV • general attitudes towards violence • attitudes in regards to statements describing possible actions against violence <p>Students' evaluation: Post-workshop evaluation of the peer educators' workshop via writing on flip-chart papers what they most/least enjoyed [process evaluation] Data available in Sotiriou, P., Petroulaki, K., & Ntinapogias, S. (2013). Youth for Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education. Training Evaluation Report for Greece. Athens: European Anti-Violence Network. (Available in English: http://www.antiviolence-net.eu/GREECE_Y4Y_Training-Report-EAVN.pdf). etwork. (Available in English: http://goo.gl/9DGzx1, in Greek: http://goo.gl/HCl8Nc)</p>
Viability and lessons learned	
<p>On the basis of the experience gained from the Project's set up and implementation in Greece, the following suggestions for future implementation's improvements can be outlined:</p> <ul style="list-style-type: none"> • the increase of duration of the awareness-raising workshops' sessions, as the available time the facilitators had in their disposal proved to be limited in several cases and that did not allowed them to follow the group's pace, resulting in accelerating discussions or "rushing up" to the desired conclusions and key messages • the decrease of the number of mandatory activities that are being addressed per awareness-raising workshops' session • the design of a quite flexible and more adaptable intervention project in which facilitators will have the ability to modify the agenda and to select activities according to each group specific needs, pace and deeply-rooted stereotypic beliefs • the increase of duration of the peer educators' training session, so as enough time may be invested for a better preparation of the aspiring peer educators not only in technical and organizational, but also in practical aspects in order to be more ready and confident in delivering their own sessions. 	